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This analysis of the Neighborhood Youth Corps (NYC) In-School Enrollee was based on a probability sampling of all the nation's youths enrolled in the program. 3,618 were studied. A comparative group of 1,143 similar line poverty youngsters in the same schools, but not in the Neighborhood Youth Corps, were also analyzed in areas where parallelisms occurred. Two-thirds of the enrollees listed retention in school until graduation as the main purpose of the Neighborhood Youth Corps. Most spent their wages on items of school needs and social respect. A fundamental factor in the development of good work attitudes and self-esteem was the enrollee's feeling of job satisfaction. This depended on wage satisfaction, satisfaction with the "boss," and satisfaction with the work itself. Attitudes were positive on the last two; the first evoked large scale criticism. White collar jobs were most popular with no discrimination among Negroes and whites in these placements. The fact that one-third of the enrollees were working in unskilled categories represents a problem for the Neighborhood Youth Corps. In general, Neighborhood Youth Corps participants received little more counseling than the comparative group. Project directors recognize the need for greater effort in this area. For part II of the evaluation report, see UD007677. (RB)

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(PART I)

By Robert J. McNamara

National Opinion Research Center
University of Chicago
September 30, 1967

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THE NEIGHBORHOOD YOUTH CORPS' IN-SCHOOL ENROLLEE, 1966-67: AN EVALUATIVE REPORT
(PART I)

by

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TABLE OF CONTENTS

PART I: THE NYC EXPERIENCE

Page

LIST OF TABLES i

Chapter

I INTRODUCTION 1
  The Sample and Comparative Group 1
  Outline of the Report 2

II NYC AND THE ENROLLEE: THREE GENERAL RELATIONSHIPS 4
  Understanding the Purpose of NYC 4
  Social Support 5
  Spending the NYC Wage 9
  Conclusion 11

III JOB SATISFACTION 12
  Index of Job Satisfaction 12
  Validity of the Index 16
  Job Satisfaction and Contact with Adults 21
  Job Satisfaction and Job Classification 30
  Job Preference and Job Satisfaction 34
  Job Satisfaction and NYC Objectives 42
  Relative Deprivation 46
  Background Factors 60
  Conclusion 74

IV COUNSELING 76
  Counseling and Job Satisfaction 76
  Counseling and Job Classification 85
  Comparative Group 87
  Conclusion 90

APPENDIX A: REPORT ON THE NORC SAMPLE OF NYC IN-SCHOOL ENROLLEES. . 93

APPENDIX B: FURTHER TABLES 105

APPENDIX C: ENROLLEE QUESTIONNAIRE 112

APPENDIX D: COMPARATIVE GROUP QUESTIONNAIRE 149

LIST OF TABLES

Table Page

2.1 How Enrollees Heard About NYC 6

2.2 Social Support for Enrollees 7

2.3 NYC Salary Spent Outside of Family. 10

3.1 Questions Forming the Job Satisfaction Index. 14

3.2 Distribution of the NYC Sample and the J-R Sample on the Index of Job Satisfaction 17

3.3 Job Satisfaction and the Hypothetical Volunteer 18

3.4 Job Satisfaction and NYC Job as Worthwhile. 20

3.5 Job Satisfaction and Three Hypothetical Job Changes 22

3.6 Job Satisfaction and Personally Suggested Application to NYC 26

3.7 Job Satisfaction and NYC Opportunity to Meet New Adults . . . 27

3.8 Job Satisfaction and Benefit of Meeting New Adults. 28

3.9 Job Satisfaction and Closeness to Teachers Through NYC. . . . 29

3.10 Job Satisfaction and Requested Job Preference 31

3.11 Job Satisfaction and Getting Desired Job. 32

3.12 Job Classification and Job Satisfaction 33

3.13 Preference for Different NYC Job and Job Satisfaction. 35

3.14 Chance to Get Preferred Job and Job Satisfaction. 37

3.15 Job Classification and Preference for Different NYC Job . . . 38

3.16 Job Classification and NYC Job Preferred. 39

3.17 Job Classification and Chance to Get Preferred Job. 40

3.18 Job Satisfaction and Enrollee's NYC Objectives. 44

LIST OF TABLES--Continued

Table Page

3.19 Job Classification and Enrollee's NYC Objectives 45

3.20 Wage Satisfaction and Job Satisfaction 48

3.21 Earnings of Non-NYC Friends and Job Satisfaction. 49

3.22 County Type and Job Satisfaction 51

3.23 Region and Job Satisfaction 52

3.24 Race and Job Satisfaction 53

3.25 Region and Earnings of Non-NYC Friends. 55

3.26 County Type and Earnings of Non-NYC Friends 56

3.27 Region and Job Classification 57

3.28 County Type and Job Classification. 58

3.29 NYC Region of Unskilled Manual Workers and Job Satisfaction . 59

3.30 Race and Job Classification 61

3.31 Race and Earnings of Non-NYC Friends. 62

3.32 Father's Ethnicity and Job Satisfaction 64

3.33 Age and Job Satisfaction 65

3.34 Year in High School and Job Satisfaction. 66

3.35 Year in School, Age and Job Satisfaction 68

3.36 Age and Job Classification 69

3.37 Year in School and Job Classification. 70

3.38 Sex and Job Satisfaction 71

3.39 Sex and Job Classification. 72

3.40 Sex, Job Classification and Job Satisfaction. 73

4.1 Interviewing and Job Satisfaction 77

4.2 Job Satisfaction and Frequency of Group Discussions 78

4.3 Benefit from Counseling, Group Discussions and Job Satisfaction 80

LIST OF TABLES--Continued

Table | Page

4.4 Job satisfaction and Benefit from Individual Counseling, Group Discussions 81

4.5 Job Satisfaction and Specific Benefits from Individual Counseling 83

4.6 Benefits from Individual Counseling and Job Satisfaction. . 84

4.7 Incidence Plus Benefit from Counseling and Job Classification 86

4.8 Group Discussion and Job Classification 88

4.9 Counseling: Incidence, Frequency and Benefit for Enrollees and Comparative Group 89

APPENDIX TABLES

A.1 Response Rate of NYC Enrollees Sample 96

A.2 Response Rate of Control Group 98

A.3 Age 99

A.4 Sex 100

A.5 Race 101

A.6 NYC Job Classification 102

A.7 Grade in School 103

B.1 Job Satisfaction and Previous Employement with NYC 105

B.2 Job Satisfaction and Number of Other Enrollees Working Under Same Supervisor 106

B.3 Father's Ethnicity and Job Classification 107

B.4 Father's Ethnicity and Earnings of Non-NYC Friends 108

B.5 Job Satisfaction and Frequency of Interviews 109

B.6 Job Classification and Number of Interviews 110

CHAPTER I

INTRODUCTION

The Sample and Comparative Group

The analysis of enrollees in the Neighborhood Youth Corps (NYC) In-School Program which is presented in this report is based on a multistage probability sample of all the nation's youth who were NYC enrollees during the 1966-67 academic year. The first stage was to draw a national sample of projects; in the second stage, enrollees were selected from each project in such a way that each enrollee in each project had an equal probability of falling into the final sample.

Initially, a total of 4,000 respondents was desired for the execution of this stage of the study; but, in order to make sure that the eventual sample size would be sufficiently large, an over-sampling rate of 10 per cent was employed. Thus, a total sample of 4,322 enrollees became our goal. Out of the desired 4,322 respondents, a weighted total of 3,618 was actually obtained, indicating an 81.8 per cent rate of response. The unweighted total is 3,533. (For a more complete discussion of the procedures used for sampling the projects, as well as for a listing of tables showing project locations and rates of cooperation, we refer the reader to Appendix A.)

In addition to NYC enrollees, the study design called for an analysis of a "comparative" group of similar poverty-line youngsters who were not enrolled in NYC. Since any attempt to draw a similar national probability sample would have been almost scientifically impossible, as well as prohibitively expensive, the following procedure was used to obtain group respondents.

Interviewers were sent to schools or school systems that had participated in the stage of the study during which enrollees were interviewed, and whose cooperation was available for obtaining students for a comparative group. The interviewers were instructed to obtain respondents who were high school students, approximately half of them seniors, age 16-19, of low income, and not enrolled in the Neighborhood Youth Corps. They were aided in the selection process by NYC Project Directors, school system personnel, etc. In most cases questionnaires were administered during the regular school day to classes of students. Although the comparative group is thus not a probability sample, by selecting its members from the same schools as those from which the sample of enrollees was drawn, we guarded against the introduction of possible and unmeasurable sources of variation due to school differences.

Although only 1,050 respondents were desired for the control group sample, 1,143 were actually obtained, thus indicating a 108.8 per cent rate of response. (For a more complete discussion of the sampling techniques, as well as for tables indicating rate of cooperation, we again refer the reader to Appendix A.)

Outline of the Report

Our analysis begins with a discussion of the enrollees' entry into the Neighborhood Youth Corps (Chapter II), bringing out the various sources of encouragement and discouragement encountered by the potential enrollee, as well as how the enrollee actually spends his wage.

The third chapter moves to the all-important question of job satisfaction and the variables associated with it.

Chapter IV deals with counseling, both as it is perceived by the enrollee, and as it is associated with job satisfaction and job classification. The high school experience and its association with job satisfaction, job classification and counseling is the subject of Chapter V.

Chapter VI analyzes attitudes toward work, occupational aspirations, and their relationship to job satisfaction and high school adjustment. An analysis of the enrollees' attitudes toward self and society, and their consequent relationship to job satisfaction, job classification and high school adjustment will be given in Chapter VII.

Chapter VIII presents data on school grades, absences and counsel or ratings and their relationship to job satisfaction, job classification, high school adjustment, and attitudes toward work, self and society.

In the final section of the report (Chapter IX), we shall summarize the main findings of the study.

Because of the size of this report and because the data on which it is based had to be collected at different times, we are dividing it into two parts. Part I includes Chapters I through IV; Part II will include the the rest.

CHAPTER II

NYC AND THE ENROLLEE: THREE GENERAL RELATIONSHIPS

In this chapter, we are concerned with three general questions. The first involves the enrollee's understanding of the goals of the program. The second is concerned with the social support which he has received: from whom did he hear about the program? how did those who are meaningful to him react to his decision to join NYC? The third deals with the ways in which he spends his NYC salary.

Understanding the Purpose of NYC

The data clearly show that a majority of the enrollees have a good understanding of the main purposes of NYC. Nearly two-thirds of the sample (63 per cent) answered that the main purpose of the program is to help people like themselves to stay in school and eventually get a good job--which, in fact, is the legislated goal of NYC. Another 26 per cent answered that the main purpose is to help people like themselves earn money. Although not the primary reason underlying the program's formation, this certainly can be construed as a secondary purpose; hence one-fourth of the respondents have at least a rough idea of the program's goals. Only a small percentage of the enrollees (8 per cent) demonstrated a lack of understanding: 3 per cent answered that the main purpose is to help the school system, and 5 per cent answered that the main purpose is to help people like themselves stay out of trouble.

Social Support

Table 2.1 indicates the sources from which the enrollees heard about NYC. In general, if we take each source as a separate item, we see that 40 per cent answered that it was through a friend in NYC that they heard about the program. If, however, we combine the three separate listings pertaining to the school system (Counselor, Teacher, Notices), we find that the number of enrollees who heard about NYC through some aspect of the formal school structure is a substantial 89 per cent. The data thus indicate a high rate of interest and cooperation by the schools, as well as word-of-mouth support for NYC by those already enrolled in the program.

The fact that very small proportions of respondents listed either a social worker (8 per cent) or a priest/minister (3 per cent) as a source from which they heard about NYC is arresting. This could indicate a lack of knowledge about NYC on the part of the social workers and clergy.

In answer to the question of whether any school officials had suggested to them personally that they apply to NYC, 38 per cent answered in the affirmative. The fact that almost two-thirds of the respondents listed either a counselor at school or a teacher (see Table 2.1) as a source from which they heard about the program does not necessarily conflict with the fact that only 38 per cent say that they received a personal suggestion to apply. In many school situations, information is normally conveyed to groups of students and not to individuals.

Since social-psychological support is important for any human being, we wanted to see how the enrollees' friends and relatives felt about their joining the program. Table 2.2 indicates the spectrum of social support. In general, very strong support comes from the enrollees' mothers (or female head of the family), for 79 per cent of the enrollees state that

TABLE 2.1

HOW ENROLLEES HEARD ABOUT NYC

Source of Information	Enrollees' Responses	
	Per Cent*	N
T.V., Radio, Newspaper	15.7	553
Friends in NYC	39.8	1405
Other Friends	22.4	790
Members of Family	15.7	554
Counselor at School	36.5	1290
Teacher or School Official	29.6	1045
School Notices, Announcements	23.1	816
Social Worker	8.3	292
Priest or Minister	2.8	99
Other	3.2	113

N = 3533

*The percentages are not cumulative, because the respondents were instructed to give as many answers as applied to them.

TABLE 2.2

SOCIAL SUPPORT FOR ENROLLEES (Per Cent)

Referent	Attitude of Referents							
	NYC Good Idea	NYC Bad Idea	Un-cer-tain	Don't Care	Ir-rele-vant*	No Ans-wer	Refu-sal**	Total Per Cent
Father, Stepfather	49.8	1.0	11.4	3.9	23.5	10.0	.4	100.0
Mother, Stepmother	78.6	.8	8.3	1.4	5.2	5.4	.4	100.1
Closest Aunt	33.8	1.0	9.2	6.7	35.6	13.3	.4	100.0
Closest Uncle	29.4	.9	9.7	7.1	38.4	14.0	.4	99.9
Older Brother Nearest in Age	38.0	1.3	7.9	8.4	31.1	12.9	.4	100.0
Older Sister Nearest in Age	42.3	1.2	8.0	6.6	28.4	13.2	.4	100.1
Steady Date	27.5	2.1	10.4	3.2	41.8	14.6	.4	100.0
Closest Friend of Own Sex	62.3	2.8	8.1	5.2	10.8	10.4	.4	100.0
School Peers	45.9	3.5	11.2	10.4	17.1	11.5	.4	100.0
Neighborhood Peers	37.8	3.3	11.0	11.0	23.8	12.7	.4	100.0

N = 3,533

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*"Irrelevant": Either the enrollee had no friend or relative in this category, or the friend or relative did not know the enrollee was thinking about joining NYC.

**"Refusal": Indicates the percentage of enrollees who positively refused to answer the question by drawing an X through it and the number who were instructed by their school not to answer the question.

their mothers thought that joining NYC was a "good idea." Half of the respondents stated that their father (or male head of the family) thought that joining NYC was a good idea.

From these data, it may seem that there is much less support from the fathers. But the gap between fathers' and mothers' support narrows when we see that almost one-fourth of the enrollees (24 per cent) stated that their father was either absent from the home or did not know about the program. (Absence of the mother, or a lack of knowledge on her part was listed by only 5 per cent of the enrollees.) If we recalculate the figures, omitting from the total those cases (1,199) where the father was absent or did not know about the program, we find that 75 per cent of those fathers present and accounted for encouraged their youngsters to join NYC.

When we shift focus to the enrollees' older siblings, we see that almost as large a majority of the enrollees' sisters and brothers support their decision to join NYC. Thus, 42 per cent report that their older sister nearest in age thought NYC to be a good idea and 38 per cent say that their older brother nearest in age felt the same way. Again, when we dismiss from the calculations the enrollees who had no relevant sister or brother, the two figures become 68 per cent and 73 per cent.

General social approval comes from all other sources mentioned in Table 2.2. Recalculation of all the figures in Column One of the table, as we have just done for the parents and siblings, reveals the extent of the support. On this basis, a simple list of the percentage of enrollees receiving social support from each source reads as follows:

Closest Aunt	67%
Closest Uncle	62%
Steady date	64%
Closest friend, same sex	79%
School friends	65%
Neighborhood friends	60%

The second column of Table 2.2 shows that the number of enrollees encountering social disapproval for joining NYC is negligible. Furthermore, only a relatively small number of enrollees had encountered anyone who didn't care one way or the other about their joining the program.

Spending the NYC Wage

We asked two questions about wages. First, we asked the enrollees how much of their salary they gave to their families; secondly, we asked them to tell us how they spent the rest of their salary.

In answer to the first question, 86 per cent said that they usually give some part of their salary to the family, while 12 per cent responded that they usually give none of it to the family. Within that 86 per cent, 33 per cent said that they give about a third or a quarter of their salary to the family, 21 per cent answered that they usually give about one-half, 16 per cent said that they give almost none of their salary to the family, and 14 per cent indicated that they give most of their salary to the family. Only a small number of respondents (3 per cent) said that they usually give all of their salary to the family.

Table 2.3 tells us how the enrollees spend their wages after (and if) they contribute to the family. The numbers which appear across the top of the table, under "Enrollees' Statement of Priority," indicate ranks assigned by the enrollees to each of the items listed under "Expenditures." Thus, for example, only 10 per cent of the enrollees said that they spent most of their NYC paycheck on food, but 37 per cent indicated that food was one of the first, second or third items that they spent most of their money on.

Table 2.3 shows that while the purchase of clothes was listed by 50 per cent of the respondents as that item to which they give top priority in spending their salary, a total of 84 per cent indicated that they spend

TABLE 2.3

NYC SALARY SPENT OUTSIDE OF FAMILY

(Per Cent)

Expenditures	Enrollee's Statement of Priority*			
	1	2	3	Total
Food	9.9	14.7	12.4	37.0
Clothes	50.1	23.8	10.2	84.1
Books, School Supplies	20.5	18.0	13.1	51.6
Entertainment	6.9	13.7	19.8	40.4
Doctor Bills	5.3	5.5	6.4	17.2
Hobby	2.5	3.9	6.6	13.0
Savings	17.2	12.2	12.5	41.9
Car Expenses	3.8	3.6	5.8	13.2
Rent, House Expenses .	1.9	2.0	4.8	8.7
Other	4.0	1.7	2.8	8.5

N = 3533

*Columns 1, 2, and 3 each add vertically to more than 100 per cent because a few enrollees ranked more than one item as highest, next highest, or third highest. Less than four per cent did not answer at all, so the percentages are calculated on the N of 3533, the total sample size.

a good part of their salary in this way. Books and school supplies were listed by 20 per cent of the enrollees as the top minority item, while a total of 52 per cent said that the purchase of books and school supplies ranks either first, second or third in their hierarchy of choices.

Although not checked so often as top minority items, "Savings" and "Entertainment" are listed by a fairly good number of respondents as items which absorb at least some part of their salary: 42 per cent put a good part of their pay into savings and 40 per cent into entertainment.

Conclusion

The materials presented in this chapter reveal: first, that the vast majority of the enrollees have a very accurate idea of the purpose of the NYC In-School Program; second, that the enrollees experience social approval in their decision to join NYC--institutional support from the school, personal support from family and friends, and informal encouragement from their friends who are NYC members; third, that they spend their money on items which are important for school life and social respect, and that a surprisingly high proportion (considering their poverty) save a good portion of their wages for the future.

CHAPTER III

JOB SATISFACTION

Index of Job Satisfaction

If the main purposes of the Neighborhood Youth Corps are to help youngsters to remain in high school until graduation and to see a positive relationship between the world of school and the world of work, it is obvious that a great part of the effectiveness of the program will hinge on the enrollee's being satisfied with his NYC job. Thus, we wanted some index by which we could measure job satisfaction. Fortunately, such an index had already been used by Johnstone and Rivera[1] on a National Opinion Research Center national sample of 813 seventeen to twenty-four year olds, a youth sample which was drawn from an overall national sample of approximately 11,000 households.[2] The Johnstone-Rivera index was developed from the scores assigned to three independent indicators of job satisfaction: wage or salary satisfaction, satisfaction with the work itself, and satisfaction with the "boss." The argument for using such an index is that the youngster who is satisfied with his wage will be less likely to drop out of school in order to start receiving an income; and he will receive a certain degree of work incentive from a satisfactory relationship with his supervisor and from liking the work in which he is engaged.

---

[1] John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning, Chapter 19, "Career Goals and Patterns of Adjustment to the Regular School Structure" (Chicago: Aldine Publishing Company, 1965).

[2] *Ibid.*, pp. xxvii - xxviii.

It is important to note, however, that the three components of job satisfaction which we have just mentioned are primarily subjective: the exact same conditions may be satisfactory to one person but not to another. But the combination of the three factors into an over-all index can serve as a single measure of the relatively intangible mental state of job satisfaction. The rationale for the index is, quite simply, this: whenever several indicators, logically independent of each other but related to the same general type, are combined to form an over-all index, their combination has more discriminatory power than when each is used alone.

We constructed the index of job satisfaction from the enrollees' answers to three questions:

1) How much do you like the kind of work you do in your NYC job? (Question 22);
2) How satisfied are you with your hourly rate? (Question 30);
3) How do you feel about your supervisor? (Question 38).

Table 3.1 shows how our respondents answered these questions.

The response categories for each of the three questions cover a "normal" range of extreme satisfaction to extreme dissatisfaction. A brief look at Table 3.1 shows that most of the enrollees fall into the upper half of the range on each question, and that, correspondingly, virtually none indicates dissatisfaction with work or supervisor, although a large minority (34 per cent) are dissatisfied with their wage rate.

Our method of forming the three questions into an over-all index of job satisfaction is the same as that employed by Johnstone and Rivera. One point was assigned for each response which indicated extreme satisfaction. Thus it is possible for an enrollee to have a score ranging from zero to three: a score of zero indicates that the respondent found no question to

TABLE 3.1

QUESTIONS FORMING THE JOB SATISFACTION INDEX

A. How much do you like the kind of work you do in your NYC job? (Q.22)

	N	Per cent
I like it very much	1,775	50.2
It's OK	1,439	40.7
I don't like it much	181	5.1
I don't like it at all	85	2.4
No answer	48	1.4
Refusal	5	.1
Total	3,533	99.9

B. How satisfied are you with your hourly wage rate? (Q.30)

	N	Per cent
Very satisfied	703	19.9
Pretty satisfied	1,569	44.4
Not so satisfied	895	25.3
Definitely not satisfied	334	9.5
No answer	28	.8
Refusal	4	.1
Total	3,533	100.0

TABLE 3.1 (Cont'd)

C. How do you feel about your supervisor? (Q. 38)

	N	Per cent
A very good boss to work for	2,274	64.4
A fairly good boss to work for	940	26.6
Not so good to work for	184	5.2
Bad to work for	74	2.1
No answer	57	1.6
Refusal	4	.1
Total	3,533	100.0

which he could give the "extremely satisfactory" response; a score of three indicates that he was able to respond with extreme satisfaction to all three questions. The resulting distribution on the Job Satisfaction Index for the NYC enrollees, along with the index from the Johnstone-Rivera study, can be seen in Table 3.2.

It is interesting to note that only 52 per cent of the NYC respondents were found to be within the range indicating some degree of dissatisfaction, whereas the corresponding figure for the Johnstone-Rivera respondents was 71 per cent. Conversely, the proportion of respondents falling within the range indicating some degree of job satisfaction was 44 per cent for NYC enrollees and only 29 per cent for the Johnstone-Rivera sample. These data are encouraging inasmuch as the two samples were fairly similar in age range (the NYC sample was composed of sixteen to twenty-one year olds, and the Johnstone-Rivera sample was of seventeen to twenty-four year olds who were full-time workers), while the difference between the two samples is that the Johnstone-Rivera youths were actually regular members of the work force. Hopefully, the greater satisfaction of the NYC enrollees with their NYC jobs will carry over into the actual world of work.

Validity of the Index

We built five questions into the questionnaire to test the validity of the Index of Job Satisfaction. First, if it really measures job satisfaction, then proportionately more of the enrollees who rank high on the Index should be willing to do the same job on a volunteer basis. Table 3.3 shows that they are. Focusing on the extreme, we note that only 7 per cent of those enrollees who are very low in the Index stated that they would definitely volunteer for the same job, whereas 56 per cent of those very

TABLE 3.2

DISTRIBUTION OF THE NYC SAMPLE AND THE J-R SAMPLE ON THE INDEX OF JOB SATISFACTION

Index Score	NYC Sample		J-R Sample		Index Description
	N	Per Cent	N	Per Cent	
Zero	740	20.9	68	24	Least Satisfied
One	1,108	31.4	130	47	Less Satisfied
Two	1,133	32.1	28	10	More Satisfied
Three	422	11.9	52	19	Most Satisfied
No Answer	130	3.7			
Total	3,533	100.0	278*	100.0	

* These 278 represent those in the J-R sample who hold full time jobs.

TABLE 3.3

JOB SATISFACTION AND THE HYPOTHETICAL VOLUNTEER

(Enrollee's Rank on The Index of Job Satisfaction by Willingness to Volunteer for NYC Work: Per Cent)

If you were not getting paid for the work you are doing, would you do it on a volunteer basis if you could afford to and had the time? (Q. 23)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes, Definitely	6.9	17.3	42.6	56.3
Probably	33.1	35.8	35.6	30.5
Not Sure	19.7	20.9	11.9	8.7
Probably Not	18.4	14.1	5.9	3.3
Definitely Not	21.6	11.7	3.7	.9
Total %	99.7	99.8	99.7	99.7
N	738	1106	1132	422

N*	3398
Index NA	130
Other NA	4
Refusal	1
Total	3533

---

*N = the number of enrollees on which each table is actually based.

Index NA = 130 always, because 130 enrollees gave NA (No Answer) to one or more of the three questions used for the Index of Job Satisfaction.

Other NA = the number of enrollees who gave NA to the other question(s) used to construct the table.

Refusal = the number of enrollees who positively refused to answer the question by drawing an X through it and the number who were instructed by their schools not to answer the question.

Total = 3533 always, the total number in the unweighted sample high on the Index stated that they would definitely volunteer. Conversely, less than 1 per cent of those highest on the Index report that they definitely would not volunteer, but 22 per cent of those lowest on the Index make the same report.

If the Index is really a measure of job satisfaction, we would further expect that those enrollees high on satisfaction would consider their NYC jobs to be worthwhile. Table 3.4 shows this to be the case, for 93 per cent of those ranking highest on the Index reply that they consider their jobs "very worthwhile," while only 47 per cent of those lowest on the Index make the same response. The figures for the two intermediate ranks (2 and 3) are 69 and 84 per cent, running in the expected direction.

Important to note, however--and encouraging for NYC--is the fact that, regardless of their rank on the Index, very few of the enrollees (6 per cent) think that their NYC jobs are "not too worthwhile" or a "waste of time," and that 71 per cent feel that their jobs are doing something "very worthwhile." (These figures are not shown on Table 3.4.) Nevertheless, the fact that the Index still discriminates in the face of this general approval--i.e., that the proportions of enrollees thinking their jobs "very worthwhile" increase regularly with Index rank--points to the validity of the Index.

As a third test of validity, we asked the enrollees three questions dealing with a hypothetical job change:

1) Suppose you were offered an outside job pretty much like the one you have now in NYC. Suppose the pay was the same and the hours were the same, and that you could get to the job just as easily as you get to your NYC job. Would you take the job and quit your NYC job, if it was just up to you to decide? (Question 50)

2) Suppose the outside job paid the same per hour as your NYC job does and that it was the same kind of work, but that you had to work 25 hours per week. Would you take the outside job and quit your NYC job, if it was just up to you to decide? (Question 51)

TABLE 3.4

JOB SATISFACTION AND NYC JOB AS WORTHWHILE

(Enrollee's Rank on The Index of Job Satisfaction by
His Perception of His NYC Job As
"doing something worthwhile": Per Cent)

Do you think your NYC job is doing something worthwhile? (Q. 43)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Very Worthwhile	46.9	68.5	86.4	93.3
Fairly Worthwhile	37.7	25.0	12.6	5.9
Not Too Worthwhile	11.2	4.6	.6	.4
Pretty Much a Waste of Time	4.0	1.7	.2	.2
Total %	99.8	99.8	99.8	99.8
N	737	1101	1126	420

N	3384
Index NA	130
Other NA	17
Refusal	2
Total	3533

3) Suppose this outside job was the same kind of work and had the same number of hours as your NYC job. But suppose it paid about 25 cents an hour more than your NYC job. Would you take the outside job and quit your NYC job, if it was up to you to decide? (Question 53)

Table 3.5 shows how the enrollees answered these questions. Although the proportion of enrollees who said that they would definitely change or would probably change jobs in response to the first question is relatively small no matter what their job satisfaction, the answers fall into an expected pattern. Thus, as job satisfaction decreases, the tendency to change jobs increases. Similarly, the responses given to the second question, while not varying greatly according to job satisfaction, do indicate that as satisfaction increases, so does the likelihood that the enrollee would not quit his NYC job for a job with longer hours. The answers to the third question fall into the same pattern.

Thus, the patterns into which the answers to our five "test questions" fall when cross-tabulated with the Index of Job Satisfaction furnish strong evidence of the validity of the Index as a measure of the actual satisfaction felt by the NYC enrollees on their jobs. (They also indicate that it is a reliable instrument for different populations since it was used on a different group by Johnstone and Rivera.) Consequently, we shall use it with confidence throughout this report.

Job Satisfaction and Contact with Adults

One of the purposes of NYC is to bring the enrollees into contact with adults. Does this contact lead to job satisfaction? In general, the answer is yes. As regards recruitment, half (49 per cent) of the highly satisfied enrollees report that "a teacher or counselor or other school official" suggested to them personally that they apply to NYC, while only

TABLE 3.5

JOB SATISFACTION AND THREE HYPOTHETICAL JOB CHANGES

(Per Cent)

A. Would you quit your NYC job for an outside job the same in all respects as your NYC job? (Q. 50)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes, Definitely	5.3	4.7	6.1	8.5
Probably	13.6	10.2	7.4	7.6
Don't Know	25.7	23.2	19.9	17.1
Probably Not	30.3	31.5	28.6	22.6
Definitely Not	24.8	30.2	37.8	44.0
Total %	99.7	99.8	99.8	99.8
N	727	1099	1125	420

N	3371
Index NA	130
Other NA	29
Refusal	3
Total	3533

TABLE 3.5 (Cont'd)

B. Would you quit your NYC job for a job with a 25 hour week, same pay? (Q. 51)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes, Definitely	21.7	20.5	16.6	8.3
Probably	25.0	23.3	22.2	15.3
Don't Know	20.4	21.9	22.5	20.8
Probably Not	13.1	14.4	15.3	20.3
Definitely Not	19.5	19.7	23.1	35.1
Total %	99.7	99.8	99.7	99.8
N	730	1097	1124	418

N	3369
Index NA	130
Other NA	30
Refusal	4
Total	3533

TABLE 3.5 (Cont'd)

C. Would you quit your NYC job for outside job with same work and hours but 25 cents more pay per hour? (Q. 53)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes, Definitely	29.1	22.6	17.6	12.5
Probably	32.8	31.3	28.1	19.4
Don't Know	20.1	19.9	23.0	19.7
Probably Not	10.3	14.9	17.4	19.9
Definitely Not	7.4	11.1	13.6	28.2
Total %	99.7	99.8	99.7	99.7
N	734	1098	1125	421

N	3378
Index NA	130
Other NA	21
Refusal	4
Total	3533

30 per cent of the least satisfied group make the same statement. The intermediate groups on the Index fall in between the two extremes (Table 3.6).

Three-quarters of the enrollees report that NYC has given them an opportunity to meet and work with adults whom they "would not know so well" without NYC. But higher proportions of the more satisfied groups (82 and 85 per cent) report this opportunity than do those among the least satisfied group (69 per cent), as Table 3.7 shows.

Further, virtually all in the more satisfied groups (89 and 86 per cent) are sure that they have benefited by these contacts with adults, while only half (52 per cent) of the least satisfied group and 70 per cent of the other less satisfied group think so (Table 3.8).

When the enrollees were asked whether or not their NYC work brought them closer to teachers or counselors whom they did not know before their NYC enrollment, 41 per cent replied in the negative. But Table 3.9 shows how highly correlated job satisfaction is with getting closer to teachers and counselors. Sixty per cent (59.8) of the least satisfied enrollees say that their NYC work did not bring them close to even one teacher or counselor, while only one-fifth of the highly satisfied group make the same statement. Further inspection of Table 3.9 shows that almost three-fifths (58.8 per cent) of the highly satisfied group say that their NYC work brought them into personally meaningful contact with more than one teacher or counselor; the corresponding figures for the other three groups are 45, 32 and 21 per cent.

The compelling conclusion from the figures so far presented is this: while virtually all (three-quarters) of the enrollees find that NYC brought them into greater contact with the adult world; while more than half (56 per cent) are convinced that this contact has benefited them; and while three-fifths

TABLE 3.6

JOB SATISFACTION AND PERSONALLY SUGGESTED APPLICATION TO NYC

(Enrollee's Rank on The Index of Job Satisfaction by School's Personal Suggestion of Application for Program: Per Cent).

Did some teacher or counselor or other school official suggest to you personally that you apply to NYC? (Q. 16)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes	30.6	35.7	41.3	49.0
No	69.3	64.2	58.6	50.9
Total %	99.9	99.9	99.9	99.9
N	731	1091	1124	418

N	3364
Index NA	130
Other NA	36
Refusal	3
Total	3533

TABLE 3.7

JOB SATISFACTION AND NYC OPPORTUNITY TO MEET NEW ADULTS

(Enrollee's Rank on The Index of Job Satisfaction by Opportunity To Meet New Adults Through NYC: Per Cent)

Does your NYC work get you to meet adults or work with adults whom you would not know so well if you did not have the NYC job? (Q. 37)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes	69.7	78.0	85.3	82.7
No	30.2	21.9	14.6	17.2
Total %	99.9	99.9	99.9	99.9
N	728	1084	1116	417

N	3345
Index NA	130
Other NA	56
Refusal	2
Total	3533

TABLE 3.8

JOB SATISFACTION AND BENEFIT OF MEETING NEW ADULTS

(Enrollee's Rank on The Index of Job Satisfaction by His Perception of The Benefit of Meeting New Adults: Per Cent)

Do you think that working with them or meeting them is a good thing for you? (Q. 37A)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes	52.1	70.7	86.7	89.0
Maybe	43.2	28.0	12.9	10.6
No	4.5	1.2	.3	.2
Total %	99.8	99.9	99.9	99.8
N	504	828	934	339

N	2605
Index NA	130
Other NA	47
DNA*	751
Total	3533

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*Does Not Apply: these enrollees are excluded from answering because of their negative reply to the previous question (Table 3.7).

TABLE 3.9

JOB SATISFACTION AND CLOSENESS TO TEACHERS THROUGH NYC

(Enrollee's Rank on The Index of Job Satisfaction by Closeness to Teachers Or Counselors Through NYC: Per Cent)

Has your NYC work brought you close to any teachers or counselors so that you now know them well enough to talk over your personal life with? (Q. 47)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Several	7.5	13.2	21.9	34.2
One or Two	13.7	18.9	23.1	24.6
One	18.9	20.3	20.0	19.8
None	59.8	47.4	34.9	21.2
Total %	99.9	99.8	99.9	99.8
N	719	1077	1114	409

N	3319
Index NA	130
Other NA	78
Refusal	6
Total	3533

report that NYC has brought them close to at least one high school teacher or counselor; the fact remains that the more highly satisfied an enrollee is with his NYC work, the more likely he is to have had personally meaningful associations with adults, especially with teachers and counselors, because of his NYC job.

Job Satisfaction and Job Classification

Fifty-eight per cent of the enrollees report that they were asked what kind of NYC job they wanted when they enrolled in NYC, and 64 per cent said that they actually were assigned a job they desired, whether asked for their preference or not. Table 3.10 shows that being asked about job preference is linked slightly to rank on the job staisfaction index, for proportionately somewhat more of those in the two higher ranks report that they were asked to state their preference. Table 3.11, as might be expected, shows a strong correlation between getting the desired job and job satisfaction, whether job preferences were solicited or not. Almost all (87 and 81 per cent) of the more satisfied enrollees report that they got the job they wanted, while approximately half (43 and 54 per cent) of the less satisfied enrollees make the same report. Length of time in NYC--i.e., whether or not the enrollee worked in the In-School Program in an academic year previous to 1966-67--is not related to job satisfaction at all (see Appendix Table B.1). Nor is there any apparent relationship between job satisfaction and the number of enrollees working under the same supervisor (see Appendix Table B.2).

The first indication that extraneous and relatively objective factors have a definite influence on job satisfaction comes in Table 3.12. Here we begin to reverse the method of presenting the data within the tables.

TABLE 3.10

JOB SATISFACTION AND REQUESTED JOB PREFERENCE

(Enrollee's Rank on The Index of Job Satisfaction by Whether Or Not He Was Asked What Job He Preferred: Per Cent)

When you joined NYC, were you asked what kind of a job you would like to have or did someone just assign you to a job? (Q. 20)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Asked	48.9	58.7	65.6	57.7
Just Assigned	51.0	41.2	34.4	42.2
Total %	99.9	99.9	100.0	99.9
N	738	1096	1125	421

N	3386
Index NA	130
Other NA	17
Refusal	0
Total	3533

TABLE 3.11

JOB SATISFACTION AND GETTING DESIRED JOB

(Enrollee's Rank on The Index of Job Satisfaction by Whether Or Not He Got The Job He Wanted: Per Cent)

Did you get the kind of job you wanted (Q. 21)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes	43.2	54.7	81.2	87.2
No	30.2	24.6	8.0	4.5
No Preference	26.5	20.5	10.7	8.1
Total %	99.9	99.8	99.9	99.8
N	735	1106	1128	417

N	3386
Index NA	130
Other NA	17
Refusal	0
Total	3533

TABLE 3.12

JOB CLASSIFICATION AND JOB SATISFACTION

(Enrollee NYC Job Type by His Rank on The Index of Job Satisfaction: Per Cent)

Rank on the Index of Job Satisfaction	What Kind of NYC Job Have You?							
	Acad. Aide H.S.	Library Aide	Acad. Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk Manual Aide	Semi-sk Manual Aide
Low (0,1)	42.3	49.9	52.8	38.1	57.7	59.6	68.7	58.8
High (2,3)	57.5	50.0	47.0	61.7	42.1	40.2	31.0	41.0
Total %	99.8	99.9	99.8	99.8	99.8	99.8	99.7	99.8
N	441	300	240	732	135	258	1076	73

N	3255
Index NA	130
Other NA	148
Refusal	0
Total	3533

Instead of asking what proportions of more and less satisfied enrollees report more or less desirable attitudes that are related to NYC, we now ask what proportions of enrollees within each type of NYC job fall into the different ranks on the Job Satisfaction Index. To make the effect of these extraneous variables clear, we must ordinarily collapse the Job Satisfaction Index into two groups: Low (those scoring zero or one) and High (those scoring two or three). This procedure divides the enrollees into two groups roughly equal in number (1,748 scored as "Low" and 1,555 scored as "High") thus delivering us from the nagging necessity of checking the proportions within each rank and on each variable with their proportions on the Index and within the total population.

What Table 3.12 shows is this: clear majorities of the enrollees working as office aides (61 per cent) and as academic aides in high schools (57 per cent) are high on the Index. Half of the library aides and 47 per cent of the academic aides not working in high schools are high on the Index. Only minorities among the other groups are high: hospital aides, 42 per cent; semi-skilled manual (and only 2 per cent of the enrollees are so classified), 41 per cent; service aides, 40 per cent; aides for unskilled manual work (and these form almost one-third of the total number of enrollees), 31 per cent. Clearly, white collar jobs are associated with higher job satisfaction.

Job Preference and Job Satisfaction

The next four tables point up the complicated way in which job classification is related to job satisfaction. Forty-five per cent of all the enrollees actually say they would rather have a different job from the one they presently hold. Table 3.13 shows that this preference is strongly related to job satisfaction, for only 34 per cent of those who prefer a different

TABLE 3.13

PREFERENCE FOR DIFFERENT NYC JOB AND JOB SATISFACTION

(Enrollee's Preference for A Different NYC Job by
His Rank On The Index of Job Satisfaction: Per Cent)

Rank on Job Satisfaction Index	Would You Prefer A Different NYC Job?		
	Yes	No	Not Sure
Low (0,1)	65.7	38.6	64.4
High (2,3)	34.1	61.1	35.3
Total %	99.8	99.7	99.7
N	1529	1368	412

N	3309
Index NA	130
Other NA	89
Refusal	5
Total	3533

job and 35 per cent of those who are not sure about their preferences are high on the Job Satisfaction Index, while 61 per cent of those who prefer no other job to their own are high on the Index. Further, as Table 3.14 shows, high proportions of those who see only "some" chance or "little" chance of getting the job they want are low in the Index (68 and 78 per cent). The question then becomes this: what sort of jobs do enrollees want to transfer out of and into?

Table 3.15 shows the proportions within each job category who would prefer another job, whether the job is inside or outside of the category they presently occupy. The only job category which commands definite majority support is that of office aide, for 60 per cent say a definite "no" when asked if there is a job which they would prefer to the one they have. Half of the academic aides (48 per cent) also say "no," and then the figures drop gradually down to 35 per cent for the service workers and 26 per cent for the manual workers.

The situation gets even more uninviting for the lower blue-collar categories when we ask the other half of our double question: into what job categories do they want to move? Table 3.16 presents the detailed answers and Table 3.17 lists the chances they think they have of getting the job.

The important findings of these two tables can be summarily stated:

1) Of the 173 academic aides in high school work who want a different job, only 12 per cent want to move into the library, service and manual categories, while 23 per cent would like hospital work, 22 per cent want another job in their own category, and 25 per cent would prefer to become office aides; also, as Table 3.17 shows, only 14 per cent think that they have only "little chance" of getting the job they prefer.

TABLE 3.14

CHANCE TO GET PREFERRED JOB AND JOB SATISFACTION

(Enrollee's Perceived Chance to Get Preferred Job by His Rank on the Index of Job Satisfaction: Per Cent)

Rank on Job Satisfaction Index	Chance to Get Preferred Job		
	Good Chance	Some Chance	Little Chance
Low (0,1)	54.1	68.3	78.4
High (2,3)	45.6	33.5	21.4
Total %	99.7	99.8	99.8
N	378	720	363

N	1461
Index NA	130
Other NA	68
DNA	1874
Total	3533

TABLE 3.15

JOB CLASSIFICATION AND PREFERENCE FOR DIFFERENT NYC JOB

(Enrollee's NYC Job Type by His Preference for Different NYC Job: Per Cent)

	Job Classification							
Would you prefer a different NYC job?	Acad. Aide H.S.	Library Aide	Acad. Aide Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Yes	42.8	46.4	44.1	29.6	46.2	51.1	58.8	36.3
No	48.1	40.4	39.1	60.8	43.9	35.7	26.9	49.3
Not Sure	9.0	13.1	16.6	9.4	9.8	13.0	14.1	14.2
Total %	99.9	99.9	99.8	99.8	99.9	99.8	99.8	99.8
N	432	297	240	731	132	260	1079	77

N	3248
NA	272
Refusal	13
Total	3533

TABLE .16

JOB CLASSIFICATION AND NYC JOB PREFERRED

(Enrollee's NYC Job Type by The NYC Job He Prefers: Per Cent)

Which NYC job would you prefer?	Present Job Classification							
	Help H.S. Teachers	Library Aide	Teachers Not H.S.	Office Work	Hospital	Service Work	Manual Work	Skilled Manual
Acad. Aide, H.S.	22.5	12.6	16.6	11.1	14.2	12.6	15.9	10.7
Library Aide	4.6	11.1	2.9	3.8	1.7	6.3	7.5	3.5
Acad. Aide, Not H.S.	15.6	21.4	15.6	12.0	8.9	15.0	10.5	7.1
Office Aide	25.4	25.3	34.3	35.2	21.4	17.4	13.6	17.8
Hospital Aide	23.6	23.0	21.5	31.4	30.3	17.4	13.1	21.4
Service Aide	1.1	3.1	2.9	3.3	8.9	13.4	10.2	7.1
Un-sk. Manual Aide	1.7	.7	.9	0	0	7.1	6.9	7.1
Semi-sk. Manual Aide	5.2	2.3	4.9	2.8	14.2	10.3	21.9	25.0
Total %	99.7	99.7	99.6	99.6	99.6	99.5	99.6	99.7
N	173	126	102	209	56	126	607	28

N	1425
NA	161
Refusal	5
DNA	2342
Total	3533

TABLE 3.17

JOB CLASSIFICATION AND CHANCE TO GET PREFERRED JOB

(Enrollee's NYC Job Type by The Chance He Sees Himself
Having To Get His Preferred Job: Per Cent)

Did you have a chance to get the job you preferred?	Present Job Classification							
	Acad. Aide H.S.	Library Aide	Acad. Aide Not HS.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Good Chance	29.2	24.0	31.3	29.7	32.1	26.6	20.2	50.0
Some Chance	56.1	55.2	52.9	50.0	44.6	58.0	45.4	32.1
Little Chance	14.6	20.8	15.6	20.2	23.2	15.3	34.3	17.8
Total %	99.9	100.0	100.0	99.9	99.9	99.9	99.9	99.9
N	178	125	102	212	56	124	612	28

N	1437
NA	149
Refusal	5
DNA	1942
Total	3533

2) Among the library aides who want different jobs, only 4 per cent want to move into the manual categories, while the rest prefer the white collar occupations, again especially the "office" category; all but 20 per cent feel they have at least some chance of getting the preferred job.

3) The same pattern holds true for aides in academic but non-high school programs and for hospital aides; and again only a few are pessimistic about getting the preferred job.

4) Among the office aides--the most contented group--35 per cent of those who prefer another job want a job in the office-aide category and another 31 per cent would like hospital work; again, only 20 per cent think they have no chance of getting the desired job.

5) Of the 126 service aides who would like a job change, 30 per cent would prefer a job which is in the blue collar categories; but 45 per cent would prefer jobs in the academic and office categories, with another 23 per cent desiring hospital or library jobs; again, only 15 per cent think they have little chance of getting the job.

6) Among the 607 enrollees in the "unskilled-manual" category who want to change jobs, 39 per cent want to remain in the clearly blue-collar categories, with 25 per cent looking for a job in the semi-skilled category; 60 per cent are looking to the white-collar categories; also, although the "unskilled-manual" category has by far the largest number of those definitely wanting a job change, it also has the highest proportion of pessimists, for 34 per cent think they have little or no chance of making the change they desire.

What is not shown in the tables but which is important for an understanding of the unpopularity of the "unskilled-manual" category is this: 1,425 youngsters indicated that they definitely would prefer another job to the one how held; of these 1,425 choices, only 58 (4 per cent) fell into the "unskilled-manual" category. But 31 per cent of the total sample (or 1,108 youngsters) hold jobs in this category.

The immediate inference is this: if it is impossible, as it may be, to decrease the proportion of "unskilled-manual" jobs in the total number of NYC jobs, *then all the other factors associated with job satisfaction must be brought to bear on the youngsters who hold these jobs if NYC is to have its desired effect upon them. Primary among these factors is contact with responsible adults*. Chapter IV will pursue this question further; but first we must turn to other factors related to job satisfaction as well as to others which mitigate job *dis*satisfaction.

Job Satisfaction and NYC Objectives

We asked the enrollees the relative importance to them of six separate possible NYC objectives. Specifically, the question was: "People have different ideas about what they want from their NYC jobs. We'd like you to tell us what YOU want from yours." They were then asked to rank three of the six objectives as first, second, and third in importance to them; they were also asked to state whatever goals were not at all important. The objectives, with the rankings given them, were as follows:

		Rank			
	Objective	1	2	3	0
A.	A chance to get ahead in the world	22%	15%	13%	7%
B.	Money	20%	22%	17%	6%
C.	Job experience	38%	22%	14%	3%
D.	Meeting and working with people	13%	16%	18%	5%
E.	A chance to stay in school	12%	10%	10%	13%
F.	Help with family problems.	19%	17%	13%	8%

The percentages on the above list are not strictly accurate, for a few enrollees ranked more than one objective as most important, etc.; consequently, if one adds vertically they add to more than 100 per cent. We chose to code these less than accurate percentages into our data, however, because we were interested in getting statements of what the enrollees considered important, not in using the figures as measurements for correlations.

What these figures reveal is that job experience is considered highly important by the greatest proportion of enrollees, for 74 per cent of them (add the percentage figures horizontally) ranked in as first, second, or third in importance. In rank order, the objectives can be listed as follows:

1) Job experience	74%
2) Money	59%
3) Chance to get ahead	50%
4) Help with family problems	49%
5) Meeting and working with people	47%
6) A chance to stay in school	32%

When we checked these objectives against the Job Satisfaction Index, the correlations ran in the expected direction in every single case: the higher the rank on the Index, the greater the proportion of enrollees who felt that they were getting as much or almost as much of each objective as they desired (Table 3.18). This is another strong indication that the Index is a valid instrument for the measurement of job satisfaction, even though its component indicators include only one of the objectives explicitly (money).

Since job satisfaction as a general measure and the attainment of these specific objectives are so strongly related, it then becomes relevant to ask just how each job classification is related to the attainment of each objective. Table 3.19 presents the summary cross-tabulation. Here the relationship is by no means as steady as in the previous table; what emerges is an indication of the objectives which need to be made more attainable for certain job classifications if the latters' general relationship to job satisfaction is to be improved.

TABLE 3.18

JOB SATISFACTION AND ENROLLEES' NYC OBJECTIVES

(Per cent on each level of Job Satisfaction Index who are getting "as much or almost as much" as they want of their desired NYC objective).

Rank on Job Satisfaction Index		Desired Objective					
		Chance to get ahead	Money	Job Experience	Meeting People	Chance to Stay in School	Help with Family Problems
Low	0	48	44	66	62	80	59
	(N)	(714)*	(710)	(716)	(707)	(703)	(711)
	1	59	56	73	68	85	67
	(N)	(1062)	(1070)	(1080)	(1057)	(1055)	(1045)
	2	78	67	86	81	89	75
	(N)	(1086)	(1086)	(1100)	(1084)	(1058)	(1072)
High	3	84	87	90	84	93	88
	(N)	(389)	(380)	(390)	(382)	(381)	(388)

* The base numbers vary in each case because of slight differences in the "no answer" totals in each case. The table is to be read as follows: 48 per cent of the 714 enrollees ranked low on the Index feel that they have as much or almost as much chance to get ahead thru NYC as they want.

TABLE 3.19

JOB CLASSIFICATION AND ENROLLEES' NYC OBJECTIVES

(Per Cent in Each Job Classification Who Are Getting "as much or almost as much" As They Want of The Desired NYC Objective)

Job Classification	Desired Objective					
	Get Ahead	Money	Job Experience	Meeting People	Stay in School	Help with Family Problems
Acad. Aide H.S.	70	64	78	71	82	72
(N)	(431)*	(429)	(436)	(431	(424)	(428)
Library Aide	65	60	83	77	89	68
(N)	(290)	(291)	(298)	(291)	(287)	(293)
Acad.Aide,Not H.S.	70	59	80	73	90	69
(N)	(237)	(238)	(241)	(238)	(234)	(237)
Office Aide	73	61	85	80	88	72
(N)	(721)	(729)	(736)	(723)	(700)	(710)
Hospital Aide	78	67	86	93	86	69
(N)	(134)	(129)	(132)	(133)	(128)	(128)
Service Aide	68	59	78	80	85	72
(N)	(255)	(251)	(252)	(247)	(246)	(240)
Un-sk.Manual Aide	59	61	70	63	78	70
(N)	(1043)	(1044)	(1055)	(1032)	(1043)	(1044)
Semi-sk.Manual Aide	73	51	79	73	82	65
(N)	(75)	(75)	(75)	(74)	(72)	(72)

* The base numbers vary in each case because of slight differences in the "no answer" totals in each case. The table is to be read as follows: 70 per cent of the 431 enrollees ranked low on the Index feel that they have as much or almost as much chance to get ahead thru NYC as they want.

No!

First of all, money can be eliminated as a discriminating factor among jobs. No matter what the job classification, the general level of satisfaction (and dissatisfaction) is almost the same for each job, with the single exception of the 75 enrollees who placed themselves in the semi-skilled category. Only 51 per cent of them stated that they were getting "as much or almost as much" money as they desired; the figures for all other classifications range between 59 and 67 per cent. "Help with Family Problems" can be excluded on the same grounds.

On three of the items, however, "Job Experience," "A Chance to Get Ahead," and "Meeting and Working with People," the unskilled-manual category is considerably lower than all the rest. And the first two of these items are among the top three which all the enrollees ranked as most important. It is difficult to see how jobs in this classification can in fact provide much job experience or mobility opportunities; the problem may be that NYC just has too many enrollees in this classification.

Table 3.19 makes one other surprising point. Hospital aides are surprisingly well satisfied on all of these objectives, even though they are not brought as close to teachers, counselors, and school officials by their jobs.

Relative Deprivation

If a person sees himself in a position which he feels is better than positions which he sees others occupying, he usually is satisfied with his position; conversely, if he sees others doing better, he is frequently dissatisfied with his position--even if it is exactly the same position ("objectively") in both cases. We shall call this common-sense observation the "principle of relative deprivation," for it explains the attitudes of a good portion of the enrollees. Table 3.20 shows that, among the enrollees who are making as much money as they want from their NYC jobs, 39 per cent are low on the Job Satisfaction Index and 61 per cent are high; among those making "almost as much" the split is 50-50; among those making "not enough," two-thirds are low and one-third is high; among the 44 enrollees making "not at all" enough, 86 per cent are low and 14 per cent are high.

Since almost all enrollees work for exactly the same hourly rate, some obviously subjective factors are at work, and most of them can be lumped together under the heading of "relative deprivation"--whether it is oneself or someone else who is in the deprived position.

Table 3.21 presents the first of the factors. Among the enrollees who have no working friends, and among those who do not know what their working friends are making, just about half are high on the Job Satisfaction Index and half are low. In other words, we have a random split showing no relation to relative deprivation because these enrollees simply do not know whether they are relatively deprived or not.

Among the enrollees who think that their working friends are making more money than they themselves are, however, there is no random split: 62 per cent are low on the Index and only 37 per cent are high. Conversely, among those seeing themselves as making more money than their working friends, only one-third are low and two-thirds are high. If the enrollees see themselves making "about the same" amount, NYC gets the edge, for 57 per cent are high, and 43 per cent are low. Unfortunately, 1,860 enrollees (more than half of the sample) think that most of their working friends are making more than they are, while only 934 (approximately one-quarter of the sample) see themselves as making the same or more than their friends. Obviously, one

TABLE 3.20

WAGE SATISFACTION AND JOB SATISFACTION

(Enrollee's Perception of Earning Enough Money By His Rank on the Index of Job Satisfaction: Per Cent)

Rank on Index of Job Satisfaction	Satisfaction with Salary			
	Much As I Want	Almost Enough	Not Enough	Not At All
Low (0, 1)	39.2	49.4	67.4	86.3
High (2, 3)	60.6	50.4	32.4	13.6
Total %	99.8	99.8	99.8	99.9
N	629	1343	1230	44

N	3246
Index NA	130
Other NA	151
Refusal	6
Total	3533

TABLE 3.21

EARNINGS OF NON-NYC FRIENDS AND JOB SATISFACTION

(Comparative Earnings of Non-NYC Friends by Enrollee's Rank on The Index of Job Satisfaction: Per Cent)

Rank on The Index of Job Satisfaction	Are your non-NYC friends earning more than you are?				
	None Working	Yes, More	No, Less	About Same	O.K.
Low (0,1)	51.4	62.4	33.9	43.2	50.4
High (2, 3)	48.4	37.4	66.0	56.6	49.4
Total %	99.8	99.8	99.8	99.8	99.8
N	289	1860	259	675	295

N	3378
Index NA	130
Other NA	24
Refusal	1
Total	3533

strong means of increasing job satisfaction across the board is to raise wages (and hope that all other wage rates stay as they were).

If relative deprivation can explain some differences in job satisfaction, then rural enrollees should be somewhat more satisfied than urban ones because poverty is greater in rural areas and because there are fewer visible exceptions. Table 3.22 indicates that, to a certain extent, this is true, for while only 10 per cent of the urban enrollees fall into the highest rank on the Index, 23 per cent of the rural enrollees do.

Table 3.23 indicates the same pattern. When the seven NYC Regions are cross-tabulated with the Job Satisfaction Index, the Southeast and Southwest have a considerably higher proportion of their enrollees located on the highest rank of the Index (just better than one-fifth in each case) than does any other region. These two regions are both rural and poor, comparatively.

The fact that the Mountain Plains Region has a comparatively high proportion of its enrollees on the two low ranks of the Index (73 per cent) is probably due to the fact that a considerable proportion of its enrollees are American Indians. This latter group is certainly relatively deprived, and, in comparison to white and Negro enrollees are much less satisfied with their NYC work. As Table 3.24 shows, 72 per cent of the Indians fall into the lowest ranks on the Index, while only about half of the whites and Negroes do. Apparently the Negro enrollees do not feel deprived in relation to the white enrollees, for almost exactly equal proportions of each fall into each Index rank. (The "Oriental" and "other" headings in Table 3.24 are there only for the sake of completeness. The base number for the percentages is eighteen in each case, far too small a number to yield reliable percentage figures).

TABLE 3.22

COUNTY TYPE AND JOB SATISFACTION

(Enrollee's County Type by His Rank On The Index of Job Satisfaction: Per Cent)

Rank on Job Satisfaction Index	County Type	
	Urban	Rural
Low 0	22.7	19.9
1	33.3	29.6
2	34.2	29.6
High 3	9.6	22.7
Total %	99.8	99.8
N	2685	718

N	3403
Index NA	130
Other NA	0
Refusal	0
Total	3533

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* A small number (62) of "mixed" projects exist but none fell into the enrollee sample.

TABLE 3.23

REGION AND JOB SATISFACTION

(Enrollee's NYC Region By His Rank on the Index of Job Satisfaction: Per Cent)

Rank on Index of Job Satisfaction		Region						
		North East	Middle Atlantic	South East	Middle West	South West	Mountain Plains	Far West
Low	0	24.3	16.6	16.2	24.9	21.3	32.9	25.0
	1	34.2	29.8	28.3	36.1	29.2	40.0	33.1
	2	36.7	39.9	33.3	31.2	28.6	21.2	31.8
	3	4.5	13.6	22.0	7.6	20.7	5.8	9.9
	Total %	99.9	99.9	99.8	99.8	99.8	99.9	99.8
	N	525	463	851	862	164	155	383

N	3403
Index NA	130
Other NA	0
Refusal	0
Total	3533

TABLE 3.24

RACE AND JOB SATISFACTION

(Enrollee's Race by His Rank on The Index of Job Satisfaction: Per Cent)

Rank on Job Satisfaction Index		Race				
		White	Negro	Oriental	American Indian	Other
Low	0	20.9	21.3	33.3	33.0	22.2
	1	31.1	32.6	27.7	38.9	50.0
	2	34.6	33.7	33.3	19.8	16.6
High	3	13.1	12.3	5.5	8.0	11.1
	Total %	99.8	99.9	99.8	99.7	99.9
	N	1205	1956	18	136	18

N	3333
Index NA	130
Other NA	52
Refusal	18
Total	3533

The case for relative deprivation explaining the somewhat higher proportion of Southeast and Southwest enrollees on the most satisfied rank of the Job Satisfaction Index is bolstered by Table 3.25. Far smaller proportions of the Southeast (34 per cent) and Southwest (25 per cent) enrollees, in comparison to all other regions, see their friends as making more money than they themselves make.

One final and important question remains to be asked about relative deprivation and its relationship to job satisfaction. It is this: is the relationship strong enough to "wash out" the general negative relationship between the "unskilled-manual" job classification and job satisfaction? The answer is "yes," in many cases. Tables 3.27 and 3.28, although they are rather long tables, present the interesting bits of evidence. Forty-four per cent of the Southeast and Southwest enrollees are in the "unskilled-manual" category, a considerably higher proportion than any other Region; yet these two Regions have higher proportions of their enrollees in the most satisfied rank of the Job Satisfaction Index, as Table 3.23 showed. Again, 48 per cent of all rural enrollees are in the "unskilled-manual" category, while only 29 per cent of all urban enrollees are so categorized (Table 3.28). Table 3.29 considers only the unskilled manual aides, and shows that, while three-fifths of those from the Southeast and Southwest NYC regions are low on the Index of Job Satisfaction, three-quarters of those from the other five Regions are. At the other end of the scale, one-fifth of the unskilled manual aides from the Southeast and Southwest fall into the highest rank on the Index, while only one-twentieth of those from the other regions do. This is an extraordinary difference, since across the nation just 12 per cent, or about one-eighth, fall into the Index's highest rank.

TABLE 3.25

REGION AND EARNINGS OF NON-NYC FRIENDS

(Enrollee's NYC Region By His Perception of How Much His Non-NYC Friends Earn: Per Cent)

Are your non-NYC friends earning more than you?	Region						
	North East	Middle Atlantic	South East	Middle West	South West	Mountain Plains	Far West
None working	4.4	5.7	15.1	4.0	9.4	18.3	9.5
Yes, more	78.7	51.1	34.4	65.2	25.2	45.5	66.4
No, less	2.4	8.9	11.8	5.1	20.0	5.6	4.5
About the same	9.0	24.3	27.3	19.1	34.1	12.6	11.8
Don't know	5.3	9.8	11.2	6.4	11.1	17.7	7.5
Total %	99.8	99.8	99.8	99.8	99.8	99.7	99.7
N	540	469	860	898	170	158	396

N	3491
NA	40
Refusal	2
Total	3533

TABLE 3.26

COUNTY TYPE AND EARNINGS OF NON-NYC FRIENDS

(Enrollee's County Type by His Perception of How Much His Non-NYC Friends Earn: Per Cent)

Are your non-NYC friends earning more than you?	County Type	
	Urban	Rural
None working	6.4	16.8
Yes, more	62.7	26.2
No, less	5.7	14.2
About the same	17.6	28.2
Don't know	7.3	14.2
Total %	99.7	99.6
N	2763	728

N	3491
NA	40
Refusal	2
Total	3533

TABLE 3.27

REGION AND JOB CLASSIFICATION

(Enrollee's Region by His NYC Job Classification: Per Cent)

Job Classification	Region						
	North East	Middle Atlantic	South East	Middle West	South West	Mountain Plains	Far West
Acad. Aide, H.S.	6.7	11.5	15.3	18.6	2.3	22.3	9.7
Library Aide	10.0	13.9	9.0	7.0	10.1	5.2	8.1
Acad. Aide, Not H.S.	14.0	5.0	3.0	6.3	11.3	13.1	9.5
Office Aide	30.6	24.3	16.4	20.7	20.8	15.7	30.1
Hospital Aide	7.3	5.4	1.5	4.2	4.7	7.2	1.9
Service Aide	11.4	5.4	7.5	7.6	5.9	8.5	8.4
Un-sk.Manual Aide	15.8	32.8	44.4	33.7	44.6	26.3	27.9
Semi-sk. Manual Aide	3.7	1.5	2.6	1.5	0.0	1.3	4.0
Total %	99.5	99.8	99.7	99.6	99.7	99.6	99.6
N	505	460	840	848	168	152	368

N	3341
NA	187
Refusal	5
Total	3533

TABLE 3.28

COUNTY TYPE AND JOB CLASSIFICATION

(Enrollee's County Type by His NYC Job Classification: Per Cent)

Job Classification	County Type	
	Urban	Rural
Acad. Aide, H.S.	14.7	8.6
Library Aide	9.1	9.3
Acad. Aide, Not H.S.	8.0	4.9
Office Aide	24.3	15.5
Hospital Aide	4.2	3.5
Service Aide	8.0	7.6
Un-sk. Manual Aide	29.1	47.9
Semi-sk.Manual Aide	2.2	2.5
Total %	99.6	99.8
N	2632	709

N	3341
NA	187
Refusal	5
Total	3533

TABLE 3.29

NYC REGION OF UNSKILLED MANUAL WORKERS AND JOB SATISFACTION

(Southeast and Southwest Unskilled Manual Aides vs.
Unskilled Manual Aides from All Other Regions by
Rank on Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Region	
	Southeast and Southwest	All Others
Low (0,1)	60.8	74.3
Medium (2)	19.9	20.3
High (3)	19.2	5.3
Total %	99.9	99.9
N	437	639

N	1076
All other job types	2179
NA	278
Total	3533

The conclusion to which the "relative deprivation" analysis draws us is this: in spite of the generally negative relationship between being an unskilled manual aide and job satisfaction, there are proportionately many fewer dissatisfied unskilled manual aides in rural and poor areas or in areas in which hourly wages for young people are low. In such areas, NYC can set up or accept a larger proportion of unskilled jobs in its programs than in other areas and still expect nearly half of them to be "reasonably" satisfied with their jobs--i.e., to fall into the two higher ranks on the Index of Job Satisfaction.

Background Factors

Race and ethnicity. As Table 3.24 showed, Negroes and whites do not differ on the Index of Job Satisfaction, for approximately equal proportions of each group are on each rank of the Index. Table 3.30 shows that neither Negroes nor whites are over-represented in the "preferred" NYC jobs.

The American Indians, however, are obviously a problem group. Table 3.25 indicated that proportionately many more of them than Negroes or whites are low on the Index. But Table 3.30 shows that proportionately slightly fewer Indians (28 per cent) are in the "unskilled-manual" category than are Negroes or whites (34 and 32 per cent). Further, as Table 3.31 shows, proportionately far fewer Indians (36 per cent) than Negroes and whites (55 and 57 per cent) feel that their non-NYC working friends are making more money than they are. Nevertheless, in spite of the fact that these two "relative deprivation factors" usually increase job satisfaction (or at least mitigate job dissatisfaction), the Indians, as a group, are quite low on the Index of Job Satisfaction. The explanation for this paradoxical finding doubtless lies in the feelings of Indians generally toward U.S.

TABLE 3.30

RACE AND JOB CLASSIFICATION

(Enrollee's Race by Type of NYC Job He Holds: Per Cent)

Job Classification	Race				
	White	Negro	Oriental	American Indian	Other
Acad. Aide, H.S.	11.4	14.7	5.5	13.5	0.0
Library	10.3	8.8	0.0	4.5	15.7
Acad. Aide, Not H.S.	6.1	7.4	16.6	15.0	10.5
Office Aide	26.4	20.8	27.7	15.7	10.5
Hospital Aide	4.4	3.3	0.0	10.5	10.5
Service Aide	6.9	8.1	5.5	10.5	15.7
Un-sk.Manual Aide	31.8	34.2	38.8	27.8	26.3
Semi-sk.Manual Aide	2.2	2.3	5.5	2.2	10.5
Total %	99.5	99.6	99.6	99.7	99.7
N	1185	1924	18	133	19

N	3279
NA	231
Refusal	23
Total	3533

TABLE 3.31

RACE AND EARNINGS OF NON-NYC FRIENDS

(Enrollee's Race by Perceived Earnings of Non-NYC Friends: Per Cent)

Are any of your non-NYC friends earning more than you?	Race				
	White	Negro	Orien-tal	Ameri-can Indian	Other
None working	7.4	8.6	13.6	21.0	0.0
Yes, more	56.6	54.7	63.6	36.2	65.0
No, less	8.8	6.8	0.0	8.6	15.0
About the same	19.5	20.9	13.6	15.2	15.0
Don't know	7.4	8.8	9.0	18.8	5.0
Total %	99.7	99.8	99.8	99.8	100.0
N	1233	2007	22	138	20

N	3420
NA	93
Refusal	20
Total	3533

society in general. But, whatever the explanation, the Indians are a special problem for NYC.

The relationship between ethnicity and job satisfaction is presented in Table 3.32. If we take 50 per cent as a dividing line, we find that more than half of four groups are low on the Index: French (46 per cent), Scandinavian (42 per cent), Italian (39 per cent), and Puerto Rican-Latin American (39 per cent). One other group--those unsure of their fathers' ethnic backgrounds--is also below 50 per cent. While none of these ethnic groups has a disproportionate number of unskilled manual aides among its members, the "uncertain" group does: 49 per cent (see Appendix Table B.3). A disproportionately high number of Italians, French, and Puerto Ricans see their non-NYC working friends making more than they are, however; this is also true for the Poles, although it has no apparent effect on their job satisfaction, which is comparatively very high (see Appendix Table B.4). What is probably happening here is that more Puerto Rican, Italian, and French youngsters tend to drop out of school than do those from other groups; thus those from these three groups who remain in school have more non-NYC working friends.

In any event, what is important to note here is that *enrollees from French, Scandinavian, Italian and Latin American backgrounds have pressures on them which tend to leave relatively high proportions of them dissatisfied with their NYC jobs*. Thus special attention seems called for.

Age and year in high school. The enrollee's age and his year in high school show a slight relationship to job satisfaction. Tables 3.33 and 3.34 indicate that older enrollees and upper classmen tend to be somewhat more satisfied, taken as separate groups. But the range is not great: only

TABLE 3.32

FATHER'S ETHNICITY AND JOB SATISFACTION

(Per Cent)

Father's Ethnic Group	Per cent in each group scoring high (2,3) on the Index of Job Satisfaction	
East European (except Poles) (n)	63.6	(22)
Polish (n)	57.3	(47)
German, Austrian, Swiss (n)	56.6	(141)
Irish (n)	56.6	(120)
English, Scot, Welsh (n)	55.1	(136)
French, French Canad., Belgian (n)	46.4	(58)
Scandinavian (n)	42.3	(66)
Italian (n)	39.4	(38)
Puerto Rican, other Latin Amer. (n)	38.6	(181)
Uncertain (n)	43.0	(167)

N	976
"Other"	55
Index NA	130
Other NA	174
DNA	2198
Total	3533

TABLE 3.33

AGE AND JOB SATISFACTION

(Enrollee's Age by His Rank on The Index of Job Satisfaction: Per Cent)

Enrollee's Job Satisfaction	Age			
	16	17	18	19,20,21
Low (0,1)	58.8	53.4	50.4	46.7
High (2,3)	41.0	46.5	49.5	53.2
Total %	99.8	99.9	99.9	99.9
N	1108	1356	688	184

N	3336
Index NA	130
Other NA	65
Refusal	2
Total	3533

TABLE 3.34

YEAR IN HIGH SCHOOL AND JOB SATISFACTION

(Enrollee's Year in High School by His Rank on the Index of Job Satisfaction: Per Cent)

Rank on Job Satisfaction Index	Year in School				
	Freshman	Sophomore	Junior	Senior	Other
Low (0,1)	62.3	61.3	56.1	48.4	53.0
High (2,3)	37.5	38.5	43.7	51.5	46.8
Total %	99.8	99.8	99.8	99.9	99.8
N	157	564	1278	1352	32

N	3383
Index NA	130
Other NA	19
Refusal	1
	3533

14 and 12 percentage points separate the youngest and oldest enrollees or highest and lowest years in each case. The suspicion that older enrollees who are behind their high school year are especially dissatisfied is dispelled by Table 3.35. There is very little difference among the different age groups within each year of high school. Grade in school has more effect on job satisfaction than does age.

Why this is so becomes clear from Tables 3.36 and 3.37. Table 3.36 shows that age has no effect on job classification: proportionately just as many enrollees from every age group work in the manual categories; but Table 3.37 shows that the proportion of enrollees holding the more desired jobs (academic aides and office aides) increases with each year of high school, while the proportions of those working as unskilled manual aides decreases year by year (56, 47, 32 and 26 per cent).

Sex. Table 3.38 shows quite clearly that female enrollees are far more likely to be satisfied with their jobs than are male enrollees. Only one-third of the latter (36 per cent) are in the two higher categories of the Index of Job Satisfaction, while half of the girls are (53 per cent). Table 3.39 indicates that 63 per cent of the boys are employed as unskilled manual aides, while only 13 per cent of the girls are. Does this mean that sex, and not job classification is the principal determinant of job satisfaction?

Table 3.40 indicates that the answer is "no." When we control the figures for sex, we find that the female unskilled manual aides are almost as dissatisfied as the males in the same category. Thus, 71 per cent of these males are low in the Index and 63 per cent of the females are. It is true that only 9 per cent of the male unskilled manual workers are high

TABLE 3.35

YEAR IN SCHOOL, AGE AND JOB SATISFACTION

(Enrollee's Year in School by His Age and Rank on The Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Year in School															
	Freshman				Sophomore				Junior				Senior			
	Age															
	16	17	18	19-21	16	17	18	19-21	16	17	18	19-21	16	17	18	19-21
Low (0,1)	62.2	62.1	60.0	*	60.8	65.9	48.3	*	57.8	56.3	54.2	47.3	50.0	47.8	49.0	47.6
Medium (2)	26.5	18.9	26.6	*	27.7	25.8	35.4	*	31.2	32.5	29.2	31.5	35.0	40.2	37.5	35.3
High (3)	11.2	18.9	13.3	*	11.3	8.1	16.1	*	10.9	11.1	16.4	21.0	15.0	11.8	13.4	16.9
Total %	99.9	99.9	99.9	99.9	99.8	99.8	99.8	99.8	99.9	99.9	99.8	99.8	100.0	99.8	99.9	99.8
N	98	37	15	3	360	147	31	7	550	495	164	38	80	664	469	130

N	3288
Other year	30
NA	212
Refusal	3
Total	3533

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* Too few cases to calculate percentages.

TABLE 3.36

AGE AND JOB CLASSIFICATION

(Enrollee's Age by His NYC Job Type: Per Cent)

Job Classification	Age			
	16	17	18	19-21
Acad. Aide, H.S.	12.8	14.4	12.2	13.0
Library Aide	8.8	10.2	8.3	6.8
Acad. Aide, Not H.S.	7.1	7.5	8.0	7.3
Office Aide	20.7	24.4	23.0	15.2
Hospital Aide	4.3	3.4	5.3	2.8
Service Aide	8.8	6.9	7.7	10.8
Un-sk.Manual Aide	34.9	30.5	33.0	41.8
Semi-sk. Manual Aide	2.4	2.4	2.0	2.3
Total %	99.8	99.7	99.5	100.0
N	1077	1346	671	177

N	3271
NA	255
Refusal	7
Total	3533

TABLE 3.37

YEAR IN SCHOOL AND JOB CLASSIFICATION

(Enrollee's Year in School by His NYC Job Type: Per Cent)

Job Classification	Year in School				
	Freshman	Sophomore	Junior	Senior	Other
Academic Aide, H.S.	5.2	10.2	11.9	17.1	10.3
Library Aide	7.9	6.7	9.2	10.0	13.7
Acad.Aide, Not H.S.	7.2	6.2	7.8	7.4	3.4
Office Aide	8.6	16.0	22.4	27.0	6.8
Hospital Aide	3.9	3.8	4.3	3.8	10.3
Service Aide	8.6	6.9	9.1	7.0	6.8
Un-sk.Manual Aide	56.2	46.8	31.9	25.7	44.8
Semi-sk. Manual Aide	1.9	3.1	2.9	1.4	3.4
Total %	99.5	99.7	99.5	99.4	99.5
N	151	547	1261	1334	29

N	3322
NA	205
Refusal	6
Total	3533

TABLE 3.38

SEX AND JOB SATISFACTION

(Enrollee's Sex by Score on The Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Sex	
	Male	Female
Low 0	26.3	18.6
1	37.9	28.7
2	25.9	38.3
High 3	9.7	14.2
Total %	99.8	99.8
N	1377	2021

N	3398
Index NA	130
Other NA	4
Refusal	1
Total	3533

TABLE 3.39

SEX AND JOB CLASSIFICATION

(Enrollee's Sex by NYC Job Type: Per Cent)

Job Classification	Sex	
	Male	Female
Acad. Aide, H.S.	7.0	17.7
Library Aide	2.8	13.5
Adac. Aide, Not H.S.	3.9	9.8
Office Aide	5.9	33.8
Hospital Aide	2.8	4.9
Service Aide	10.3	6.2
Un-sk.Manual Aide	62.6	12.9
Semi-sk.Manual Aide	4.3	.9
Total %	99.6	99.7
N	1356	1982

N	3338
NA	189
Refusal	6
Total	3533

TABLE 3.40

SEX, JOB CLASSIFICATION AND JOB SATISFACTION

(Enrollee's Sex and NYC Job Type by
Rank on The Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Sex			
	Male		Female	
	Job Classification			
	Manual	Other	Manual	Other
Low (0,1)	70.8	53.7	62.5	44.7
Medium (2)	20.3	35.8	19.7	41.3
High (3)	8.8	10.3	17.7	13.8
Total %	99.9	99.8	99.9	99.8
N	826	491	248	1687

N	3252
Index NA	130
Other NA	145
Refusal	6
Total	3533

on the Index while 18 per cent of the females are, but the main determinant is clearly job classification, not sex. Thus proportionately slightly more girls tend to be satisfied with their jobs in every category than boys, but the big differences are between the categories, not between the sexes.

Conclusion

This chapter concerned itself with job satisfaction and its principal determinants. The picture that emerges is typical of American life: the more satisfied enrollees hold higher status jobs or think they have a chance of rising to higher status jobs. It is obviously wise, therefore, to build mobility opportunities into the structures of the NYC programs. The fact that the percentages of those holding higher status jobs increase with year in high school is not necessarily an indication that such structured mobility exists in most programs, because length of time in NYC was found not to be associated with higher job satisfication.

The fact that almost one-third of all enrollees work in the unskilled manual category represents an enormous problem for NYC Chances for job training are almost negligible in this category, and job training is the most desired objective on the part of the enrollees. Nevertheless, there are ways of mitigating job dissatisfaction for enrollees in this category. The first is that job dissatisfaction is less a problem among unskilled manual aides who come from more deprived areas; the second is that personal contact with adults, particularly teachers and counselors, reduces job dissatisfaction. In Chapter IV, we shall pursue this question further.

Finally, the data show that being Negro or white is not differentially associated with job satisfaction, and that there is no discrimination, at least on a national scale, against any racial or ethnic group in job assignments. But American Indians are less satisfied than are all other groups, doubtless for reasons that are beyond NYC's control. Among the white ethnic groups, it is especially the Puerto Ricans and other Latin Americans who need special attention if more of them are to be aided by NYC programs. Theirs is the basic problem associated with recent immigration, in most cases: cultural dislocation intensified by urban living in densely populated areas. NYC cannot do all things for all men, but programs with a large number of Latin Americans need special consideration.

CHAPTER IV

COUNSELING

This chapter deals with individual and group counseling, as these are perceived by the enrollees and as they are associated with job satisfaction and with job classification. The chapter asks, first, whether or not counseling sessions affect the enrollee's score on the Index of Job Satisfaction; second, what benefit the enrollees feel they get from counseling; and, third, whether job classification is related to the incidence and frequency of counseling.

Counseling and Job Satisfaction

Sixty-four per cent of the enrollees report that they have had individual interviews with counselors. However, as Table 4.1 shows, there is no correlation between index rank and the incidence of individual counseling: 53 per cent of those who have had interviews are rated low on the Index of Job Satisfaction, while 56 per cent of those who never had an interview are low on the Index. Both of these figures are close to the 54 per cent of _all_ enrollees who are low on the Index. Similarly, there is no correlation between Index rank and the frequency of such interviews (see Appendix Table B.5).

Group discussions and _group_ counseling, on the other hand, do have some effect on job satisfaction, as Table 4.2 indicates. Only one-third of those high on the Index say they have never participated in such sessions, whereas one-half of those low in the Index make the same statement.

TABLE 4.1

INTERVIEWING AND JOB SATISFACTION

(Incidence of Counseling by Enrollee's Rank on The Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	At least one personal interview with counselor		
	Yes	No	Per cent of each rank in sample
Low (0,1)	53.2	56.1	54.2
High (2,3)	46.6	43.7	45.6
Total %	99.8	99.8	99.8
N	2199	1183	3382

N	3382
Index NA	130
Other NA	18
Refusal	3
Total	3533

TABLE 4.2

JOB SATISFACTION AND FREQUENCY OF GROUP DISCUSSIONS

(Enrollee's Rank on The Index of Job Satisfaction by The Frequency of His NYC Group Discussions: Per Cent)

Frequency of NYC Group Discussions	Index of Job Satisfaction			
	Low 0	1	2	High 3
Weekly	15.6	17.5	18.5	20.1
Bi-weekly	10.6	11.5	13.9	15.9
Monthly	11.6	12.2	12.6	17.4
Once or twice a semester	11.9	12.8	11.6	13.1
Never	50.1	45.7	43.1	33.3
Total %	99.8	99.7	99.7	99.8
N	714	1057	1096	402

N	3269
Index NA	130
Other NA	129
Refusal	5
Total	3533

When we turn from the simple questions of incidence and frequency of interviewing and ask how the enrollees feel about their interviews, the pattern changes radically. Half of the enrollees who reported that they had had at least one individual interview with a counselor reported that talking to the counselor helped "a lot," and 40 per cent of the same group said they got "some" help from the interview. This means that only 10 per cent of those reporting that they had had interviews felt that they got "little or no help" from them. (As we mentioned earlier, one-third reported that they had had no individual interview at all.)

The important point is this: among the enrollees who feel that the individual counseling helped them "a lot," 59 per cent are "high" on the Index of Job Satisfaction (see Table 4.3), while only 45 per cent of all enrollees are rated "high." This relationship disappears, however, when the "helps some" choice is included in the percentages. Thus, enrollees must feel that they have been "helped a lot" in order for the differences in job satisfaction to appear.

The same story applies to group counseling and group discussions. Approximately half of the enrollees say they have participated in such sessions, and almost all of them say that it does "some" or "a lot" of good. Again, if we take "helped a lot" as the norm, 64 per cent are high on the Index.

Table 4.4 presents the same picture from a different angle. As rank on the Index increases from low to high, the greater is the percentage of enrollees who feel that counseling and group discussions "help a lot." Thus, as the job satisfaction score goes from 0 to 3, the strikingly larger are the proportions of enrollees who believe that individual counseling and group discussions "help a lot."

TABLE 4.3

BENEFIT FROM COUNSELING, GROUP DISCUSSIONS AND JOB SATISFACTION

(Benefits from Individual Counseling and Group Discussions by Enrollee's Rank on Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Counseling has Helped a lot	Group discussions have helped a lot
Low (0,1)	40.5	35.0
High (2,3)	59.2	64.8
Total %	99.7	99.8
N	1051	835

TABLE 4.4

JOB SATISFACTION AND BENEFIT FROM INDIVIDUAL COUNSELING, GROUP DISCUSSIONS

(Enrollee's Rank on The Index of Job Satisfaction by The Amount of Benefit from Individual Counseling and Group Discussions: Per Cent)

Amount of Benefit	Index of Job Satisfaction			
	Low 0	1	2	High 3
Counseling Helps "a lot"	30.2	41.5	56.3	76.0
(N)	(436)	(710)	(737)	(275)
Group Discussions Helps "a lot"	21.9	37.6	56.8	71.6
(N)	(355)	(571)	(619)	(265)

The base numbers vary in each case because of differences in no answer totals in each case. The table is to be read as follows: 30.2 per cent of the 436 who ranked low on the Index feel that counseling helps a lot.

When the enrollees were asked to specify the ways in which individual counseling has helped them, only relatively small proportions said that they had been helped in any one specific way. What follows is a list of some possible ways in which counseling can help (Q. 44), together with the percentages of all enrollees in the sample who said they were helped in each way:

Made me feel better about things in general	28%
Helped me try harder with school work	26%
Helped me solve a personal problem	15%
Helped me start to decide what I want to do when I graduate from high school	27%
Encouraged me to stay in school until I graduate	15%
Helped me get along better with my teachers	10%
Helped me get along with people my own age	9%
Helped me get an NYC job I wanted	16%
Helped me do better in my NYC job	13%

Apparently % of total sample?

Table 4.5 reveals that there is some relationship between rank on the Index of Job Satisfaction and belief that counseling has helped in each way listed, for, in every case except one (see Column 4), the higher the rank on the Index the greater is the proportion of those who believe they have been helped.

These differences are quite small, however, and Table 4.6 reveals that they are important in only two cases. When we reverse the method of presentation and ask this question: among those who believe they have been helped in any one of the ways listed, what proportions are "high" and "low" on the Index? In only two cases is there a strong difference. Among those

TABLE 4.5

JOB SATISFACTION AND SPECIFIC BENEFITS FROM INDIVIDUAL COUNSELING

(Per Cent on Each Rank of The Index of Job Satisfaction
Who Feel That Counseling Helped Them in
One or More Specific Ways)

those included
in counseling only?

In what ways has counseling helped	Index of Job Satisfaction			
	Low 0 (402)*	1 (675)	2 (711)	High 3 (269)
In general	40.7	45.1	48.5	55.7
Do better in school	34.8	46.3	43.0	48.3
With career decision	37.8	44.0	48.8	50.9
Desire to graduate	20.3	25.9	23.9	34.5
To get desired NYC job	19.1	22.5	31.9	33.0
To do better in NYC job	17.4	17.7	24.1	30.4

* The base numbers refer both to those who had a rank on the Index and to those who felt they got some help from personal counseling. The percentage figures are not cumulative since the enrollees could check as many specific ways as they wished.

The table is to be read as follows: 40.7 per cent of the 402 who ranked low on the Index feel that counseling helped in general.

TABLE 4.6

BENEFITS FROM INDIVIDUAL COUNSELING AND JOB SATISFACTION

(Enrollee's Perception of Specific Benefit from Individual Counseling and His Rank on The Index of Job Satisfaction: Per Cent)

Index of Job Satisfaction	Helped in general	Helped with School	Helped with career decision	Helped to graduate	Helped get Desired NYC Job	Helped do better in NYC Job
Low (0,1)	48.6	50.9	48.0	49.3	41.9	42.7
High (2,3)	51.2	49.0	51.7	50.4	57.9	57.1
Total %	99.8	99.9	99.7	99.7	99.8	99.8
N	964	889	933	520	545	444

enrollees who believe that they were helped to "get an NYC job [they] wanted" (one-sixth of the total sample), 58 per cent are high on the Index; among those who think that they were helped to "do better in [their] NYC job" (one-seventh of the total sample), 57 per cent are high. In all the other cases ("helped in general," "helped to graduate," "helped with career decision," "helped with school problem"), the differences are slight.

Counseling and Job Classification

Column One of Table 4.7 shows that "equal time" is given by counselors to enrollees, regardless of their job classifications. Approximately 64 per cent of the enrollees in each job classification report that they have had at least one personal interview with a counselor. Nor do the job classifications differ among themselves in regard to the frequency of interviews given to enrollees within each classification (see Appendix Table B.6).

Column Two of Table 4.7 indicates that, again regardless of job classification, almost all enrollees who have had such counseling believe that individual counseling has helped them at least "some." Column Three shows that approximately equal minorities from each job classification believe that counseling has helped them get desired NYC jobs.

Column Four, however, breaks the pattern: less than one-fifth of the enrollees feel that counseling has helped them do better, except in the two job categories which have the most need of help: unskilled (26 per cent) and semi-skilled (30 per cent) manual aides. These somewhat higher proportions may indicate that when counseling is specifically addressed to doing well in blue-collar classifications, the enrollees believe that it has helped them.

TABLE 4.7

INCIDENCE PLUS BENEFIT FROM COUNSELING AND JOB CLASSIFICATION

(Percentages of Enrollees Who Have Had At Least
One Interview with Counselor, Gotten Some Help,
and Gotten Some NYC Guidance by Job Type)

Job Classification	Have had interview with counselor	Counseling has helped at least "some"	Helped get desired NYC Job	Helped do better in NYC Job
Acad.Aide, H.S.	60.8 (444)*	88.5 (262)	29.8 (248)	19.3 (248)
Library Aide	66.1 (301)	87.6 (195)	27.5 (189)	18.5 (189)
Acad.Aide, Not H.S.	62.8 (245)	86.1 (153)	19.4 (144)	16.6 (144)
Office Aide	65.4 (783)	86.1 (478)	26.8 (454)	18.7 (454)
Hospital Aide	68.3 (136)	91.1 (90)	34.1 (85)	18.8 (85)
Service Aide	65.1 (261)	87.4 (168)	27.8 (158)	19.6 (158)
Un-sk.Manual Aide	65.4 (1097)	88.3 (701)	23.4 (675)	26.8 (675)
Semi-sk.Manual Aide	71.7 (78)	92.8 (56)	28.5 (56)	30.3 (56)
N	3305	2103	2009	2009

*The table is to be read as follows: 60.8 per cent of the 444 enrollees who listed themselves as academic aides in high school said that they had had at least one interview with a counselor; Column two shows that of this 60 per cent (262), 88.5 per cent said that the counseling had helped at least "somewhat"; Columns three and four give the percentages of the same group of enrollees (minus those who did not answer) who affirmed they got the specific benefit mentioned in Columns three and four.

Group counseling and group discussions follow much the same pattern for the enrollees' job classifications as does individual counseling. As we mentioned earlier, 53 per cent of the enrollees say that they have participated in such group sessions. Table 4.8, Column One, shows that approximately equal proportions of enrollees in most job classifications participate in these group sessions; but library aides are under-represented and the blue-collar categories are slightly over-represented. Column Two of Table 4.8 shows very high proportions of enrollees in each job classification who have participated in the group sessions think that the sessions do at least "some" good. When the figures from this column are compared with the figures in Column Two of Table 4.7, very little difference appears, for high proportions from each job classification approve both of individual and group counseling. But, in almost every case, a slightly higher proportion endorses group counseling. This slight difference suggests that group discussions may be somewhat more appealing to the enrollees--probably because in them they are drawn together as peers with common problems.

The Comparative Group

The first opportunity we have had in this report to make comparisons between the NYC enrollees and the comparative group arises at this point. We asked both groups almost exactly the same questions about individual counseling, deleting for the comparative group two references applying only to NYC. Table 4.9 shows the results of this comparison: there are really no differences between the two groups as regards incidence and frequency of individual counseling. It is only when the enrollees mention the specific ways in which they feel they are helped that any differences appear, and these are very small. Thus, a slightly higher proportion of enrollees

TABLE 4.8

GROUP DISCUSSIONS AND JOB CLASSIFICATION

(Incidence of and Benefit from Group Discussions
by Enrollee's NYC Job Classification: Per Cent)

Job Classification	At least one NYC group discussion per semester	Group discussions do at least "some good"
Acad.Aide, H.S.	55.0 (427)	91.8 (235)
Library Aide	44.8 (291)	96.0 (131)
Acad. Aide, Not H.S.	53.5 (242)	87.5 (129)
Office Aide	51.4 (725)	91.6 (373)
Hospital Aide	58.5 (131)	86.9 (77)
Service Aide	65.4 (255)	89.0 (165)
Un-sk.Manual Aide	59.7 (1060)	92.8 (633)
Semi-sk.Manual Aide	61.2 (75)	86.8 (46)
N	3206	1789

The table is to be read as follows: 55 per cent of the 427 who were academic aides in high school have had at least one group discussion per semester. Of this 55 per cent, 91.8 per cent believe that group discussions do at least some good.

TABLE 4.9

COUNSELING: INCIDENCE, FREQUENCY AND BENEFIT FOR ENROLLEES AND COMPARATIVE GROUP

(Per Cent)

Responses about counseling (Individual)	Enrollees	Comparative Group
A. Per Cent reporting at least one interview	64	63
B. Frequency of interviews:		
one	22	22
two	16	18
three	10	13
four	5	3
five	1	2
six or more	6	4
C. Ways in which students reported counseling helped them:		
in general	28	22
with school work	26	27
to solve a personal problem	15	13
with career decision	27	32
desire to graduate	16	11
to get along with teachers	10	9
to get along with peers	9	5
N	3533	1143

feel that individual counseling helped them "in general" (28 _vs_. 22 per cent), and encouraged them to stay in school until graduation (16 _vs_. 11 per cent); a slightly higher proportion of the comparative group felt that they received help with a career decision (32 _vs_. 27 per cent). Quite obviously, _being in NYC does not increase individual counseling opportunities for the enrollees_.

Conclusion

In this chapter, we have dealt with counseling in itself and as it is related to job satisfaction and job classification. As for counseling itself, the great majorities of those enrollees who have had individual and/or group counseling think that the counseling has helped them. One difficulty, then, is apparent: approximately only two-thirds of the enrollees say that they have had individual counseling sessions, and only half say they have participated in group discussions or group counseling.

Insofar as counseling is related to job satisfaction, three clear and unambiguous conclusions stand out:

1) The simple incidence and frequency of individual counseling is unrelated to job satisfaction, but the simple incidence of group discussion or group counseling helps to increase the proportions of enrollees manifesting job satisfaction;

2) The enrollees who feel that they have been helped "a lot" by individual counseling, and those who feel that group discussion or group counseling has done "a lot of good," are far more likely to be high on the Index of Job Satisfaction than are all others;

3) Those enrollees who feel that individual counseling has helped them get an NYC job which they like or do better on the job are more likely than others to be high on the Job Satisfaction Index.

Insofar as job classification is concerned, three important points have arisen:

1) Enrollees in blue-collar job categories get just as much individual counseling as those in white-collar categories; and, if there is any difference in the incidence of group discussion and/or group counseling between these two categories, it is in favor of the blue-collar categories;

2) Roughly equal proportions of the enrollees in each job category feel that they have been helped by individual and group counseling;

3) There is a suggestion that individual counseling has been somewhat more effective with the blue-collar enrollees than with the white-collar ones (Table 4.7, Column 4).

Comparison between the NYC enrollees and other high school students reveals that there is simply no difference in the amount of individual counseling which they say they have received.

Finally, we must say one further word about individual counseling. It is doubtless unfair to say that such counseling is successful only when the enrollee feels that it has helped him. The fact remains, however, that it is only when the enrollee feels this way that his satisfaction with his NYC job is increased by individual counseling.

APPENDIX A

REPORT ON THE NORC SAMPLE OF NYC IN-SCHOOL ENROLLEES

by

Robert J. McNamara

Charles S. Kamen

Sample of NYC Enrollees

In September, 1966, a questionnaire was sent to all directors of NYC In-School projects, requesting information about the number of sub-sponsors they had, if any, and the addresses of sub-sponsor locations. The basis for this first mailing was a list provided by the Neighborhood Youth Corps office in Washington, D.C., representing all existing NYC In-School programs. As a result of the information which the questionnaire provided, a number of projects were found to be not running an In-School program, and were dropped. The second stage involved drawing a probability sample of projects in such a way that their chances of falling into the sample were proportional to their number of enrollees. The projects involved in this second stage were those which, as a result of the first-stage questionnaire, were found to be in fact running In-School NYC programs, and which also were located in areas covered by NORC's Primary Sampling Units (PSU's).[1] Thus, the first two stages of the design involved selecting projects; the third stage, as will be seen below, involved selecting individual enrollees.

A total of 4,000 respondents was desired for the study of enrollees. To be sure of obtaining an adequate rate of response, an over-sampling rate of approximately 10 per cent was employed. A total of 4,322 was originally sought (Table A.1). Once the sample of projects had been selected in stage two, enrollees were selected from these projects in such a way that each enrollee in each project had an equal probability of falling into the sample. A list of the locations of projects sampled, the number of respondents desired, and the actual response rate may be found in Table A.1 of this Appendix.

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[1] NORC's Primary Sampling Units (PSU's) are based on a probability sample of all Standard Metropolitan Statistical Areas in the United States, and of the remaining rural counties, in which each SMSA and rural county has a probability of falling into the sample proportionate to the size of its population.

In addition to NYC enrollees, it was desired to administer the questionnaire to a "comparative" group of similar poverty-line youngsters who were not enrolled in NYC. Since any attempt to draw a similar national probability sample would have been almost a scientific impossibility in the practical order, as well as prohibitively expensive, the following procedure was used to obtain control group respondents. Interviewers were sent to schools or school systems that had participated in the stage of the study during which enrollees were interviewed, and whose cooperation was available for obtaining students for a comparative group. Interviewers were instructed to obtain respondents who were high school students, approximately half of them seniors, age 16-19, of low income, and not enrolled in the Neighborhood Youth Corps. They were aided in this selection by NYC Project Directors, school system personnel, etc. In most cases, questionnaires were administered during the regular school day to classes of students; the control group thus is not a probability sample. Approximately 1,000 respondents were desired; Table A.2 shows the response rates obtained. By selecting comparative group students from the same schools as those from which the sample of enrollees was drawn, we guarded against the introduction of possible sources of variation due to school differences. Tables A.3, A.4, A.5, and A.7 compare enrollees and comparative group respondents on age, race, sex and grade in school; the two groups are very similar.

The apparent discrepancy between the distribution of characteristics shown in these tables and the distribution for the population of enrollees as obtained from responses of project directors to NORC Questionnaire 512-S is probably due to the way in which data were obtained from project directors. In order to facilitate their responses, the latter were asked in some cases--e.g., race, sex, age--to provide estimates of the proportion of their enrollees who were white, or male, or over 18, rather than the exact numbers of enrollees in these categories. Population estimates obtained from these approximations are subject to two sources of error. First, the project director's estimate may be inaccurate, and second, the interpolation procedure used to transform his estimate into actual numbers, based on the total number of enrollees in a project, might introduce an additional bias. The figures based on these estimations and interpolations were reported in our Characteristics of Neighborhood Youth Corps In-School Projects: An Analysis for the Year 1966-67.

TABLE A.1

RESPONSE RATE OF NYC ENROLLEES SAMPLE

(Number of Respondents Desired, Number of Respondents Obtained, and Rate of Response, for Each NYC Project in the Sample and for the Total Sample)

NYC Project Location	Desired Number of Respondents	Number of Respondents Obtained	Rate of Response (Per Cent)
Birmingham, Alabama	102	84	82.4%
Phoenix, Arizona	87	59	67.8
Los Angeles, California	276	249	90.2
San Francisco, California	39	38	97.4
San Jose, California	75	56	74.7
New Haven, Connecticut	60	25	41.7
Waterbury, Connecticut	40	30	75.0
Jacksonville, Florida	58	47	81.0
Tampa, Florida	130	120	92.3
Atlanta, Georgia	119	92	77.3
Chicago, Illinois	249	206	82.7
Gary, Indiana	71	56	78.9
Hammond, Indiana	17	17	100.0
Indianapolis, Indiana	60	51	85.0
Indianapolis, Indiana	90	47	52.2
Baltimore, Maryland	79	62	78.5
Baltimore, Maryland	62	56	90.3
Boston, Massachusetts	42	20	47.6
Somerville, Massachusetts	43	31	72.1
Detroit, Michigan	109	103	94.5
Virginia, Minnesota	52	45	86.5
Virginia, Minnesota	58	56	96.6
Minneapolis, Minnesota	59	46	78.0
St. Paul, Minnesota	30	27	90.0
East St. Louis, Illinois	51	42	82.4
St. Louis, Missouri	68	59	86.8
Box Elder, Montana	23	20	87.0
Browning, Montana	30	27	90.0
Manchester, New Hampshire	69	46	66.7

TABLE A.1--Continued

NYC Project Location	Desired Number of Respondents	Number of Respondents Obtained	Rate of Response (Per Cent)
Elizabeth, New Jersey	55	27	49.1%
Newark, New Jersey	93	50	53.8
Paterson, New Jersey	72	68	94.4
Albany, New York	40	23	57.5
Cohoes, New York	39	28	71.8
North Tonawanda, New York	36	34	94.4
East Patchogue, New York	10	7	70.0
Middle Island, New York	37	21	56.8
New York, New York	174	134	77.0
Charlotte, North Carolina	78	55	70.5
Gastonia, North Carolina	103	78	75.7
Belcourt, North Dakota	66	53	80.3
Akron, Ohio	87	81	93.1
Cleveland, Ohio	86	77	89.5
Sunbury, Pennsylvania	44	40	90.9
Doylestown, Pennsylvania	22	20	90.9
Philadelphia, Pennsylvania	87	77	88.5
Pittsburgh, Pennsylvania	55	57	103.6
Pittsburgh, Pennsylvania	68	35	51.5
Beaufort, South Carolina	147	135	91.8
Canyon, Texas	97	84*	86.6
Fort Worth, Texas	40	31	77.5
Houston, Texas	63	58	92.1
Milwaukee, Wisconsin	71	52	73.2
Camden, South Carolina	58	56	96.6
Cordova, South Carolina	175	171	97.7
Kingstree, South Carolina	171	165	96.5
Total	4,322	3,534*	81.8%

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*The figure for Canyon, Texas, will be doubled and each respondent counted twice as part of the original sampling design. Thus the final N will be 3,534 + 84, or 3,618.

TABLE A.2

RESPONSE RATE OF CONTROL GROUP

(Number of Control Group Members Desired, Number Obtained, and Rate of Response for Each Project in the Control Group and for the Total Control Group)

Location of Project	Number Desired in Control Group	Number Obtained in Control Group	Rate of Response (Per Cent)
Birmingham, Alabama	30	41	136.6
Phoenix, Arizona	30	30	100.0
San Francisco, California	30	27	90.0
San Jose, California	30	19	63.3
Jacksonville, Florida	30	31	103.3
Tampa, Florida	30	43	143.3
Atlanta, Georgia	30	41	136.6
Chicago, Illinois	30	41	136.6
Gary, Indiana	30	36	120.0
Indianapolis, Indiana	30	33	110.0
Indianapolis, Indiana	30	43	143.3
Baltimore, Maryland	30	26	86.6
Baltimore, Maryland	30	27	90.0
Detroit, Michigan	30	39	130.0
Virginia, Minnesota	30	33	110.0
Minneapolis, Minnesota	30	57	190.0
St. Louis, Missouri	30	42	140.0
Newark, New Jersey	30	10	33.3
Paterson, New Jersey	30	14	46.7
Albany, New York	30	26	86.6
Cohoes, New York	30	35	116.6
Charlotte, North Carolina	30	39	130.0
Gastonia, North Carolina	30	38	126.6
Belcourt, North Dakota	30	29	96.6
Akron, Ohio	30	30	100.0
Cleveland, Ohio	30	32	106.6
Sunbury, Pennsylvania	30	36	120.0
Philadelphia, Pennsylvania . . .	30	37	123.3
Pittsburgh, Pennsylvania	30	35	116.6
Pittsburgh, Pennsylvania	30	34	113.3
Beaufort, South Carolina	30	41	136.6
Canyon, Texas	30	36	120.0
Houston, Texas	30	29	96.6
Milwaukee, Wisconsin	30	33	110.0
Total	1,050	1,143	108.8

TABLE A.3

AGE

(Age of Enrollees and Comparative Group:
Per Cent in Each Age Category)

Age	Enrollees	Comparative Group
16	33.3	44.9
17	40.6	33.5
18	20.6	17.3
19	4.5	4.0
20	.8	.3
21	.2	--
Total . . .	100.0	100.0
N	3,458	1,107
NA	75	36
Total	3,533	1,143

TABLE A.4

SEX

(Sex of Enrollees and Comparative Group:
Per Cent Male and Female)

Sex	Enrollees	Comparative Group
Male	40.7	44.6
Female	59.3	55.4
Total	100.0	100.0
N	3,492	1,138
NA	41	5
Total	3,533	1,143

TABLE A.5

RACE

(Race of Enrollees and Comparative Group:
Per Cent of Each Race)

Race	Enrollees	Comparative Group
White	35.9	38.6
Negro	58.8	57.8
Oriental. . .	.7	.4
American Indian . .	4.0	2.8
Other	.6	.4
Total	100.0	100.0
N	3,459	1,115
NA	74	28
Total	3,533	1,143

TABLE A.6

NYC JOB CLASSIFICATION

(NYC Job Classification of Enrollees)

Job Classification	Per Cent in This Job
Academic	13.4
Library	9.2
Special Programs	7.4
Office	22.5
Hospital	4.1
Service	7.9
Unskilled Manual	33.2
Skilled Manual	2.3
Total	100.0
N	3,341
NA	192
Total	3,533

TABLE A.7

GRADE IN SCHOOL

(Grade in School of Enrollees and Comparative Group: Per Cent in Each Grade)

Grade	Enrollees	Comparative Group
Freshman . . .	4.8	3.0
Sophomore . .	16.6	21.6
Junior	37.9	40.3
Senior	39.8	35.1
Other	.9	--
Total	100.0	100.0
N	3,510	1,134
NA	23	9
Total	3,533	1,143

APPENDIX B

FURTHER TABLES

APPENDIX TABLE B-1

JOB SATISFACTION AND PREVIOUS EMPLOYMENT WITH NYC

(Enrollee's Rank On The Index of Job Satisfaction by Whether Or Not He Worked with NYC During A Previous Academic Year: Per Cent)

Did you work for NYC during any school year before last summer? (Q. 18)	Index of Job Satisfaction			
	Low 0	1	2	High 3
Yes	29.0	30.1	32.9	27.7
No	70.9	69.8	67.0	72.2
Total %	99.9	99.9	99.9	99.9
N	739	1106	1131	421

N	3397
Index NA	130
Other NA	5
Refusal	1
Total	3533

APPENDIX TABLE B-2

JOB SATISFACTION AND NUMBER OF OTHER ENROLLEES WORKING UNDER SAME SUPERVISOR

(Per Cent)

How many other enrollees work with you under the same supervisor? (Q. 42)	Index of Job Satisfaction			
	Low 0	1	2	High 3
None	15.1	19.2	25.1	23.0
One	17.7	15.5	18.9	17.4
Two	12.3	12.6	12.8	11.6
Three	10.9	10.1	9.9	9.6
Four	8.8	7.6	7.3	7.5
Five	4.8	4.2	4.4	5.8
Six	5.9	5.1	3.1	5.2
Seven	3.3	3.1	2.5	1.7
Eight	2.2	3.1	1.2	2.3
Nine or more	18.6	19.0	14.4	15.4
Total %	99.6	99.5	99.6	99.5
N	575	854	915	343

N	2687
Index NA	130
Other NA	69
Don't know	647
Refusal	0
Total	3533

APPENDIX TABLE B-3

FATHER'S ETHNICITY AND JOB CLASSIFICATION

(Father's Ethnicity by Enrollee's NYC Job Type: Per Cent)

Job Classification	Father's Ethnicity										
	Bri-tish Isles	Irish	Grmn., Austr., Swiss	Scan-dina-vian	Ital-ian	Frnch, Fr.Can. Belg.	Pol-ish	Russ., Lith., E.Eur.	P.R., Latin Amer.	Other	Not Sure
Acad.Aide, H.S.	11.2	16.8	9.2	10.9	5.4	12.5	6.3	18.1	9.9	14.5	9.5
Library Aide	15.0	10.9	9.2	10.9	5.4	8.9	6.3	9.0	8.7	9.0	9.5
Acad. Aide, Not H.S.	6.7	3.3	4.2	4.6	13.5	8.9	4.2	9.0	13.4	1.8	1.7
Office Aide	25.5	28.5	32.1	18.7	21.6	39.2	25.5	9.0	26.9	32.7	19.1
Hospital Aide	5.2	2.5	6.4	6.2	8.1	0.0	12.7	13.6	1.7	5.4	2.9
Service Aide	4.5	5.8	3.5	9.3	10.8	5.3	12.7	13.6	5.8	3.6	7.7
Un-sk.Manual Aide	30.0	28.5	32.1	37.5	35.1	23.2	27.6	27.2	28.6	30.9	48.5
Semi-sk.Manual Aide	1.5	3.3	2.8	1.5	0.0	1.7	4.2	0.0	4.6	1.8	.5
Total %	99.6	99.6	99.5	99.6	99.9	99.7	99.5	99.5	99.6	99.7	99.4
N	133	119	140	64	37	56	47	22	171	55	167

N	1011
NA	228
Refusal	5
DNA	2289
Total	3533

APPENDIX TABLE B-4

FATHER'S ETHNICITY AND EARNINGS OF NON-NYC FRIENDS

(Father's Ethnicity by Enrollee's Perception of How Much His Non-NYC Friends Earn: Per Cent)

Are any of your non-NYC friends earning more money than you?	Father's Ethnicity										
	British Isles	Irish	Grmn., Austr, Swiss	Scandinavian	Italian	Frnch, Fr.Can. Belg.	Polish	Russ., Lith., E.Eur.	P.R., Latin Amer.	Other	Not Sure
None working	5.8	9.8	6.1	9.0	2.6	8.6	0.0	0.0	6.9	7.1	10.4
Yes, more	51.4	49.1	54.7	57.5	71.0	67.2	70.8	39.1	67.2	55.3	44.5
No, less	11.7	8.1	14.3	4.5	0.0	5.1	12.5	21.7	5.3	7.1	12.7
About the same	22.0	22.1	21.2	21.2	15.7	13.7	10.4	30.4	11.8	25.0	24.8
Don't know	8.8	10.6	3.4	7.5	10.5	5.1	6.2	8.6	8.6	5.3	7.5
Total %	99.7	99.7	99.7	99.7	99.8	99.7	99.9	99.8	99.8	99.8	99.9
N	136	122	146	66	38	58	48	23	186	56	173

N	3397
Index NA	130
Other NA	5
Refusal	1
Total	3533

APPENDIX TABLE B-5

JOB SATISFACTION AND FREQUENCY OF INTERVIEWS

(Enrollee's Rank on The Index of Job Satisfaction by The Number of Interviews He Has Had: Per Cent)

How many interviews have you had?	Index of Job Satisfaction			
	Low 0	1	2	High 3
One	35.0	37.9	34.5	39.3
Two	28.0	25.9	26.4	26.2
Three	17.3	17.0	16.2	16.1
Four	7.6	7.9	8.6	7.8
Five	2.1	.8	2.2	1.8
Six or more	9.7	10.2	11.7	8.6
Total %	99.7	99.7	99.6	99.8
N	420	682	714	267

N	2083
Index NA	130
Other NA	116
DNA	1204
Total	3533

APPENDIX TABLE B-6

JOB CLASSIFICATION AND NUMBER OF INTERVIEWS

(Per Cent)

Number of interviews	Job Classification							
	Acad. H.S.	Library Aide	Acad. Aide, Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
One	37.1	41.8	34.6	33.9	30.2	34.5	37.9	39.2
Two	26.4	27.7	23.8	24.4	31.3	27.1	28.3	23.5
Three	19.3	15.7	17.6	17.5	19.7	15.4	14.8	11.7
Four	7.1	6.8	6.8	11.1	8.1	8.6	6.6	9.8
Five	1.9	1.5	.6	2.3	0.0	1.8	1.7	.0
Six or more	7.9	6.2	16.3	10.5	10.4	12.3	10.3	15.6
Total %	99.7	99.7	99.7	99.7	99.7	99.7	99.6	99.8
N	253	191	147	466	86	162	674	51

N	2030
Job type NA	187
Other NA	116
DNA	1195
Refusal	5
Total	3533

APPENDIX C

ENROLLEE QUESTIONNAIRE

Budget Bureau No. 44-R1330
Expires 6-30-68

NORC-512-A
2/67

NATIONAL OPINION RESEARCH CENTER
University of Chicago
6030 South Ellis Avenue
Chicago, Illinois 60637

NEIGHBORHOOD YOUTH CORPS ENROLLEE QUESTIONNAIRE

THIS IS NOT A TEST. IT ASKS ONLY FOR YOUR OPINIONS AND ATTITUDES. YOUR PARTICIPATION IS VOLUNTARY.

INSTRUCTIONS

We are giving you this questionnaire to get your opinions and attitudes about a number of topics, and to ask you how you feel about some things going on in your life now.

We are doing this to help you get along better in the Neighborhood Youth Corps, and to help the Neighborhood Youth Corps do a good job itself.

You will get no mark or grade for your answers. As a matter of fact, no one from your school or job will ever see your answers--not even your teacher, counselor, job supervisor, or director.

So you can write your exact feelings or opinions as you answer each question. Your answers will never be used to hurt anybody--yourself or anyone else, including your teachers or supervisors. A machine will count all the answers--yours, too--and will never single you out individually.

Answer each question as best you can. Usually, you give your answer by putting a circle around the number which tells what you think. Sometimes, you answer by writing a number in a blank space. There are a few times when you write a few words of your own to answer a particular question. Just follow the instructions and you will have no trouble.

If you have any questions, the person who passed the questionnaires out will answer them for you.

Thank you for your cooperation.

YOU DON'T HAVE TO ANSWER ANY QUESTION OR PARTS OF A QUESTION THAT YOU DON'T WANT TO. JUST PUT A LARGE X THROUGH SUCH A QUESTION, CROSSING IT OUT, AND GO ON TO THE NEXT QUESTION.

First of all, we'd like to ask some questions about yourself and get YOUR opinion about a few things some people think important.

1. Taking everything together, how do you feel about things these days? Would you say that you are very happy, pretty happy, or not too happy? CIRCLE THE NUMBER THAT TELLS HOW YOU FEEL.

Very happy	1
Pretty happy	2
Not too happy	3

---

2. People feel different ways about themselves. Sometimes they feel pretty good, other times they feel pretty bad. Here is a list of words that people sometimes use to say how they feel about themselves.

If the word describes a way you felt about yourself lately, circle the number under "yes"; if it does not, circle the number under "no."

Be sure to say "yes" or "no" to EACH word.

In the last few weeks, have you ever felt that you were . . .

	Yes	No		Yes	No
. . . Tough?	1	2	. . . Smart?.	1	2
. . . Unfriendly?	3	4	. . . Lazy?	3	4
. . . Rude?	5	6	. . . Obedient?	5	6
. . . Weak?	7	8	. . . Mean?	7	8
. . . Successful?	1	2	. . . Clean?	1	2
. . . Truthful?	3	4	. . . Troublesome?.	3	4
. . . Good?	5	6	. . . Ambitious?	5	6
. . . Religious?	7	8	. . . Intelligent?	7	8
. . . Polite?	9	0			

---

3. Judging from your experience, would you say that most people in the world are inclined to help others, or to look out for themselves?

Most are inclined to help others	1
Most are inclined to look out for themselves	2
I don't know	X

4. How important is it to you, personally, to get ahead in life?

Very important	1
Pretty important	2
Not so important	3
Unimportant	4

---

5. How good do you really think are your chances of getting ahead?

Excellent	5
Good	6
Not so good	7
Pretty bad	8

---

6. Here is a list of different kinds of people. We'd like you to tell us how you feel about them.

Do you feel that they are very interested in helping you? Or just a little interested?

Or do you feel that they don't care about you at all? Or don't you know?

Circle the number that tells what you think for EACH kind of person. Thus, if you feel that the kind of person mentioned is very interested in helping you, circle the "1" under "Very Interested"; if you feel that the kind of person mentioned is only a little interested, circle the "2" that comes after his name, etc.

Be sure to circle ONE number for EACH kind of person.

	Very Interested	A Little Interested	Don't Care At All	I Don't Know
Social workers	1	2	3	X
Lawyers	1	2	3	X
Teachers	1	2	3	X
Policemen	1	2	3	X
Welfare caseworkers	1	2	3	X
Factory managers	1	2	3	X
The President of the U. S. . .	1	2	3	X
Preachers or ministers or priests	1	2	3	X
School counselors	1	2	3	X
Store owners	1	2	3	X

7. People think differently about what is important in helping a person get ahead. We'd like to know what YOU think.

We have made a list of six things people think are important. Which TWO do you think are most important in helping a person get ahead?

Read the ENTIRE LIST. Then, pick out the one thing you think is MOST IMPORTANT, and circle the "1" which identifies it in the "Most Important" column.

After that, pick out the one which you think is next most important, and circle the "2" which identifies it in the "Next Most Important" column.

Be sure to circle only ONE "1" and only ONE "2."

	Most Important	Next Most Important
Brains	1	2
A good education	1	2
Good luck	1	2
Hard work	1	2
Knowing the right people	1	2
Personality	1	2
I don't know	X	X

---

8. Do you think you work harder than most other people, about the same, or not as hard?

Harder	1
About the same	2
Not as hard	3
I don't know	X

9. What about learning to do new things on a job: do you think you can learn them faster than most other people, about the same, or not as fast?

Faster	1
About the same	2
Not as fast	3
I don't know	X

---

10. Some people say that most people can be trusted. Others say you can't be too careful in your dealings with people. How do you feel about it?

Most people can be trusted	4
You can't be too careful in dealing with people	5
I don't know	X

---

11. A. How important is it to have a high school diploma in order to be respected and looked up to by most people around here?

Absolutely necessary	1
It helps, but isn't necessary	2
Doesn't matter one way or the other	3
You're better off without it	4
I don't know	X

B. How important is it to have a high school diploma in order to get a good paying job around here?

Absolutely necessary	5
It helps, but isn't necessary	6
Doesn't matter one way or the other	7
You're better off without it	8
I don't know	X

---

12. A. How important is it to have a college education in order to be respected and looked up to by most people around here?

Absolutely necessary	1
It helps, but isn't necessary	2
Doesn't matter one way or the other	3
You're better off without it	4
I don't know	X

12. (Continued)

B. How important is it to have a college education in order to get a good paying job around here?

Absolutely necessary	1
It helps, but isn't necessary . .	2
Doesn't matter one way or the other	3
You're better off without it . . .	4
I don't know	X

---

13. Around here how common is it for young people to quit school before graduating from high school?

It's the usual thing--practically everyone does .	5
About three out of four do	6
About half do	7
About one in four do	8
It's very rare--practically no one does	9
I don't know	X

---

14. Have any of your close friends dropped out of school?

Yes, all or most of them have . .	1
Yes, a few of them have	2
No, hardly any have	3
No, none of them has	4

Now we'd like to ask you some questions about your Neighborhood Youth Corps (NYC) job. In this whole questionnaire we shall use NYC to stand for Neighborhood Youth Corps.

15. How did you hear about the NYC? (CIRCLE AS MANY AS APPLY)

On T.V., radio, or in newspapers	1
From friends in NYC	2
From other friends	3
From a member of my family	4
From a counselor at school	5
From a teacher or school official	6
From school notices or announcements	7
From a social worker	8
From a priest or minister	9
Other (SPECIFY) ______________________________ ______________________________	0

16. Did some teacher or counselor or other school official suggest to you personally that you apply for NYC?

Yes	1
No	2

---

17. When you were deciding to join NYC, who were the people on the list below who thought joining NYC was a GOOD idea? Who thought it was a BAD idea?

Who was uncertain, or left it up to you? And who didn't care what you did?

On the list below, circle the number in the row that tells what the person thought. If the list names a person who doesn't exist, circle number 5: that means: "I don't have one."

If one or more of the persons on the list did not know you were thinking of NYC, circle number five for that person.

	Thought NYC was a Good Idea	Thought NYC was a Bad Idea	Uncertain, Left It Up to Me	Didn't Care What I Did	I Don't Have One or Did Not Know
Your father, step-father, or male household head .	1	2	3	4	5
Your mother, step-mother, or female household head	1	2	3	4	5
Your closest aunt	1	2	3	4	5
Your closest uncle . . .	1	2	3	4	5
Older brother nearest you in age	1	2	3	4	5
Older sister nearest you in age	1	2	3	4	5
Your steady date	1	2	3	4	5
Your closest friend of your own sex	1	2	3	4	5
Most of the crowd you hang around with in school .	1	2	3	4	5
Most of the crowd you hang around with outside of school	1	2	3	4	5

18. Did you work for NYC during any school year before last summer?

Yes	1
No	2

---

19. What do you think the Government's MAIN reason was for setting up NYC? (CIRCLE ONLY ONE)

To help people like myself earn money	3
To help the school system	4
To help people like myself stay in school and eventually get a good job	5
To help people like me stay out of trouble	6

---

20. When you joined NYC, were you asked what kind of job you would like to have, or did someone just assign you to a job?

I was asked what kind of job I wanted	7
I was just assigned to a job	8

---

21. Did you get the kind of job you wanted?

Yes	9
No	0
I wasn't sure what I wanted	X

---

22. How much do you like the kind of work you do in your NYC job?

I like it very much	1
It's OK	2
I don't like it much	3
I don't like it at all	4

---

23. If you were not getting paid for the work you are doing, would you do it on a volunteer basis if you could afford to and had the time?

Yes, definitely	5
Probably	6
I don't know	7
Probably not	8
Definitely not	9

24. What kind of job do you have in NYC? Below is a list of eight job categories: in which is your job? (CIRCLE ONLY THE ONE IN WHICH YOU SPEND ALL OR MOST OF YOUR TIME)

A. I help out teachers or classes in high school: correcting papers, or typing for teachers, or showing slides or movies, or tutoring other students, or helping out in the lab, or doing art work, or other things like these 1

B. I help out in a library 2

C. I help out teachers or classes--but not in a high school: it's in a pre-school program, in grammar school, in remedial education, in nursery school, or in other programs like these 3

D. I help out in an office in school or elsewhere: typing or keeping records, or doing office work in general 4

E. I help out in a hospital 5

F. I do service work in school or somewhere else: like being a school monitor or bus assistant, or helping to prepare food, or working in the school stockroom or bookstore, or supervising games, or other jobs like these 6

G. I do ordinary manual work: clean-up work in the cafeteria or elsewhere, groundskeeper, sweeping, helping the janitor or custodian, or some other job like these 7

H. I do special manual work; carpentry, machine work, or another job like one of these 8

25. People have different ideas about what they want from their NYC jobs. We'd like you to tell us what YOU want from yours.

Look at the list of things below, and put a "1" in the blank after the thing you want MOST OF ALL from your NYC job.

A chance to get ahead in the world . . . . ____
Money . . . . ____
Job experience or job training ____
Meeting people and working with them . . . . ____
A chance to stay in school . . ____
Help with family problems . . . ____

→ Now go back to the list and put a "2" in the blank after the thing which is next most important to you from your NYC job.

→ After that, go back and put a "3" in the blank after the thing which is third most important.

→ If there is anything on the list which is NOT AT ALL IMPORTANT TO YOU, go back and put a zero in the blank that comes after it.

---

26. How much of each of these things do you feel you are actually getting from your job? As much as you want, almost as much, not enough, or not at all? (PUT A CIRCLE AROUND THE NUMBER IN EACH ROW THAT TELLS THE WAY YOU FEEL.)

	As Much As I Want	Almost As Much	Not Enough	Not At All
a. A chance to get ahead in the world	1	2	3	4
b. Money	1	2	3	4
c. Job experience or job training	1	2	3	4
e. Meeting people	1	2	3	4
f. A chance to stay in school .	1	2	3	4
g. Help with family problems . .	1	2	3	4

27. Is there any other NYC job that you would prefer to the one you have right now?

Yes . . . . 1 (ANS. A & B)
No . . . . 2 (GO TO Q. 28)
I'm not sure . . 3 (GO TO Q. 28)

IF YES:

A. In which of the following categories is the job you would most prefer? (CIRCLE ONLY ONE)

1) Helping out teachers or classes in high school: correcting papers, or typing for teachers, or showing slides or movies, or tutoring other students, or helping out in the lab, or doing art work, or other things like these 1

2) Helping out in a library 2

3) Helping out teachers or classes--but not in a high school: it's in a pre-school program, in grammar school, in remedial education, in nursery school, or in other programs like these 3

4) Helping out in an office in school or elsewhere: typing, or keeping records, or doing office work in general 4

5) Helping out in a hospital 5

6) Doing service work in school or somewhere else: like being a school monitor or bus assistant, or helping to prepare food, or working in the school stockroom or bookstore, or supervising games, or other jobs like these 6

7) Doing ordinary manual work: clean-up work in the cafeteria or elsewhere, groundskeeper, sweeping, helping the janitor or custodian, or some other job like these 7

8) Doing special manual work: carpentry, machine work, or another job like one of these 8

B. Do you think you have a chance to get it?

Yes, a good chance 1
I have some chance 2
I have little or no chance . . 3

Now some questions about your NYC pay.

28. How much do you earn per hour in your NYC job?

Less than a dollar an hour . . .	1
$1.00 - $1.09 per hour	2
$1.10 - $1.19 per hour	3
$1.20 - $1.29 per hour	4
$1.30 - $1.39 per hour	5
$1.40 - $1.49 per hour	6
$1.50 or more per hour	7

---

29. How many hours per week do you usually work?

5 hours per week or less	1
6 - 9 hours	2
10 - 12 hours	3
13 - 15 hours	4
More than 15 hours	5

---

30. How satisfied are you with your hourly wage rate?

Very satisfied	6
Pretty satisfied	7
Not so satisfied	8
Definitely not satisfied	9

---

31. Do you think that NYC should allow you to work more than 15 hours per week in your NYC job?

Yes	1
No	2
I don't know	X

---

32. If you were allowed to work more than 15 hours per week in your NYC job, would you?

Yes	3
No	4
I don't know	X

33. Think of your friends who are working but do not have an NYC job. Are they making more money per hour than you are, less money, or about the same amount?

I have no friends who are working	1
More money per hour	2
Less money per hour	3
About the same amount	4
I don't know	X

---

34. Do you usually give any of your NYC salary to your family?

None of it	5
Almost none of it	6
About a third or a quarter of it	7
About half of it	8
Most of it	9
All of it	0

---

35. ASIDE FROM WHAT YOU MAY GIVE TO YOUR FAMILY, what do you spend your NYC salary on?

Look over the list of things below, and put a "1" in the blank after the thing you spend MOST of your NYC paycheck on.

Food . . . . ____
Clothes . . . . ____
Books and other things for school . . . . ____
Entertainment (radio, dates, movies, records, etc.) . . . . . ____
Bills for doctor or dentist . . . ____
Hobby . . . . ____
Savings for the future . . . . . . ____
Car expenses . . . . ____
Rent and house expenses . . . . . ____
Something else (SPECIFY) ________
______________________________ ____

→ NOW GO BACK and put a "2" in the blank after the thing you spend the NEXT highest portion of your NYC paycheck on.

→ FINALLY, go back and put a "3" in the blank after the thing you spend the third highest portion of your ~~NC~~ paycheck on.
NYC

36. Suppose that you didn't have to work to get your NYC paycheck. Suppose that every couple of weeks someone just gave you the same paycheck. Would you like this better than working for it, or would you rather be working in your NYC job?

I'd rather work for my NYC paycheck . .	1
I'd rather just be given the check . .	2
It makes no difference to me	3
I don't know	X

---

37. Does your NYC work get you to meet adults or work with adults whom you would not know so well if you did not have the NYC job?

Yes	4	(ANSWER A)
No	5	(GO TO Q.38)

IF YES: A. Do you think that working with them or meeting them is a good thing for you?

Yes, definitely.	6
Maybe	7
No	8

Now some questions about your supervisor--that is, the person for whom you work, your immediate boss. Remember, your supervisor will never see what you write in this questionnaire.

38. How do you feel about your supervisor?

He/she is: A very good boss to work for . .	1
A fairly good boss to work for .	2
Not so good to work for	3
Bad to work for	4

---

39. Do you think that your NYC work supervisor cares much about what happens to you?

He/she: Cares a lot about what happens to me .	5
Cares some, but not a whole lot	6
Doesn't care much at all	7
Wishes I weren't in the Program	8

40. Aside from your work supervisor, do you think that the other people who run the Neighborhood Youth Corps care much about what happens to you?

They care a lot about what happens to me. . 1
They care some, but not a whole lot 2
They don't care much at all 3
They wish I weren't in the Program 4

---

41. Are you ever in charge of other NYC enrollees?

Yes, always or most of the time . . 5
Yes, sometimes 6
Yes, but very seldom 7
No, never 8

---

42. How many other NYC enrollees are working under the supervisor with you? (CIRCLE THE CORRECT NUMBER.)

None 1 2 3 4 5 6 7 8 9 or more

I don't know . (CIRCLE THE "X") . . X

---

43. Do you think your NYC job is doing something worthwhile? Or is what you do pretty much a waste of time, except for the pay you get?

It's doing something very worthwhile . 1
It's doing something fairly worthwhile. 2
It's not too worthwhile 3
It's pretty much a waste of time . . . 4

Now, some questions about your counselors.

44. Have you had any personal interviews alone with your school counselor, or with a special NYC counselor since the school year began?

Yes . . . . 5 (ANSWER A & B)
No . . . . 6 (GO TO Q. 45)

IF YES:
A. If you have had any such interviews, how many?

Just one 1
Two 2
Three 3
Four 4
Five 5
Six or more 6

44. (Continued)

B. Do you feel that talking to the counselor has helped you?

Yes, a lot	1	(ANSWER C)
Yes, some	2	(ANSWER C)
Not much	3	(ANSWER C)
Not at all	4	(GO TO D)

IF YES, A LOT; YES, SOME; OR NOT MUCH:

C. If talking to the counselor has helped you at all, in what way or ways has it helped? (CIRCLE AS MANY AS APPLY)

Made me feel better about things in general	1
Helped me try harder with school work	2
Helped me solve a personal problem	3
Helped me start to decide what I want to do when I graduate from high school	4
Encouraged me to stay in school until I graduate	5
Helped me get along better with my teachers	6
Helped me get along better with people my own age	7
Helped me get an NYC job I wanted	8
Helped me do better in my NYC job	9
Some other way (SPECIFY) ____________________	0

IF NOT AT ALL:

D. If talking to the counselor has not helped you, why not?

45. Since you joined the NYC, have you ever been in a spot when you wanted to see the counselor or guidance officer pretty quickly?

Yes	1	(ANSWER A)
No	2	(GO TO Q. 46)

__IF YES:__ A. Were you able to see him/her pretty quickly?

Yes	3
No	4

---

46. Before you joined the NYC, were there any teachers or counselors in your school whom you felt you really knew well--that is, well enough to talk over your personal life with?

Yes, several	5
Yes, one or two	6
Yes, one	7
None	8

---

47. Has your NYC work brought you close to any other teachers or counselors so that now you know them well enough to talk over your personal life with?

Yes, several	1
Yes, one or two	2
Yes, one	3
None	4

---

48. Every now and then, do you and other NYC enrollees get together in a group with a counselor or supervisor--or with someone from the NYC office--to discuss your jobs, to discuss how they're going, how things can be improved, etc.?

Yes, about once a week or so	5	(ANSWER A)
Yes, about once every two weeks	6	(ANSWER A)
Yes, about once a month	7	(ANSWER A)
Yes, about once or twice a semester	8	(ANSWER A)
No, we never do	9	(GO TO Q. 49)

__IF YES:__ A. Do you think this sort of discussion does any good, or is it just a waste of time?

It does a lot of good	1
It does some good	2
Mostly, it's a waste of time	3
It's all a waste of time	4

Now we want to ask you about OTHER jobs, not NYC jobs.

49. Before you joined NYC, did you ever have any regular job or jobs during the school year? (NOT summer jobs)

Yes	1	(ANSWER A)
No	2	(GO TO Q. 50)

IF YES: A. Did you like that job--or any one of them--better than your NYC job?

Yes	3
No	4

---

50. Suppose you were offered an outside job pretty much like the one you have now in NYC. Suppose the pay was the same and the hours were the same, and that you could get to the job just as easily as you get to your NYC job. Would you take the job and quit your NYC job, if it was just up to you to decide?

Yes, definitely	5
Probably	6
I don't know	7
Probably not	8
Definitely not	9

---

51. Suppose the outside job paid the same per hour as your NYC job does and that it was the same kind of work, but that you had to work 25 hours per week. Would you take the outside job and quit your NYC job, if it was just up to you to decide?

Yes, definitely	1
Probably	2
I don't know	3
Probably not	4
Definitely not	5

---

52. If you took the job that meant working 25 hours per week, would that much work interfere with your studies and lower your grades?

Yes, definitely	6
Probably	7
I don't know	8
Probably not	9
Definitely not	0

53. Suppose this outside job was the same kind of work and had the same number of hours as your NYC job. But suppose it paid about 25 cents an hour more than your NYC job. Would you take the outside job and quit your NYC job, if it was up to you to decide?

Yes, definitely	1
Probably	2
I don't know	3
Probably not	4
Definitely not	5

Now we'd like to ask you some questions about high school, how you've done in high school, and how you like it.

54. What year of high school are you in?

9th grade (Freshman)	6
10th grade (Sophomore)	7
11th grade (Junior)	8
12th grade (Senior)	9
Other (SPECIFY) ____________________	0

55. How much time, on the average, do you spend doing homework?

None or almost none	1
About half an hour a day	2
About an hour a day	3
About an hour and a half a day	4
About two hours a day	5
About two and a half hours a day	6
Three hours a day or more	7

56. Are there any subjects taught in your high school that you spend your own time reading up on, or trying to learn more about, besides the homework you have to do?

Yes	8
No	9

57. Do you think that having an NYC job has increased your chances of graduating from high school?

Yes, greatly	1
Yes, somewhat	2
Makes no difference	3

58. Do you belong to any clubs, organizations, or athletic teams in high school?

Yes	5	(ANSWER A)
No	6	(GO TO Q. 59)

IF YES:

A. How many?

One	1
Two	2
Three	3
Four	4
Five	5
Six or more	6

---

59. Do you belong to a gang?

Yes	7
No	8

---

60. Thinking back to the 7th and 8th grades, did you enjoy them much?

Yes, a lot	1
Yes, pretty much	2
Not much	3
Not at all	4

---

61. Compared to the 7th and 8th grades, how much have you enjoyed the grades since then?

I've enjoyed the grades since then:

Much more	5
Somewhat more	6
About the same	7
Somewhat less	8
A lot less	9

---

62. When you think back over your high school days, how important has it been to you to study hard and get good grades?

Very important	1
Pretty important	2
Not so important	3
Unimportant	4

63. How about most other students in your high school: how important has it been to them to study hard and get good **grades?**

Very important	1
Pretty important	2
Not so important	3
Unimportant	4

---

64. How close are you to the center of the student activities that go on at your high school: are you pretty close to the center, a little on the outside, or completely outside of things?

Pretty close to the center	5
A little on the outside	6
Completely outside of things	7

---

65. Are the marks you are getting in school this year any better than the ones you got last year? Or are they worse? Or just the same?

This year my marks are:

A lot better	1
A little better	2
Just the same	3
A little worse	4
A lot worse	5

---

66. Have you ever skipped school since beginning the 9th grade?

Never	1
Yes, once	2
Yes, several times	3
Yes, fairly often	4

---

67. Of the subjects that you are taking in school this year, **HOW MANY** would you say are really interesting?

All of them	5
Most of them	6
About half of them	7
Only one or two are	8
None is interesting	9

68. Are there any subjects in high school that really fascinate you--subjects that you can hardly wait to learn more about, read up on, or work on?

Yes	5	(ANSWER A)
No	6	(GO TO Q. 69)

IF YES: A. Which ones really fascinate you? (CIRCLE AS MANY AS APPLY)

Business courses	1
Drama, speech	2
English, English literature, writing	3
Foreign or classical languages	4
History, civics, government, geography	5
Home economics	6
Mathematics	7
Science: physics, chemistry, biology, life sciences	8
Shop, mechanical drawing	9
Social sciences: economics, sociology	0
Other (SPECIFY) ______________________	1

---

69. In school last year, how were your grades compared to most other students in your school? Would you say you did better than most other students, about the same as most other students, or not as well as most of the other students?

Better than most others	2
About the same	3
Not as well as most others . . .	4
Don't know	X

---

70. Do you think your teachers have done their best to help you get through high school?

Yes, all of them have	5
Yes, most of them have	6
Only a few of them have	7
None of them has	8

---

71. Since beginning the 9th grade have you ever been left back in school for any reason other than sickness?

Yes	1
No	2

People have different ideas about the kind of job they like best. We'd like you to tell us what the best kind of job would be for YOU. We have made a list of things that different people think are important in a job. Do YOU feel that they are important for YOU? Highly important? Of medium importance? Of little or no importance?

72. If you feel that any of the things on the list below are HIGHLY IMPORTANT, circle the "1" under "Highly Important" that identifies it. Do NOT circle any "4" under "Most Important" until you have finished the entire list.

If you feel that any of the things on the list are of MEDIUM IMPORTANCE, circle "2" under "Medium Importance" that identifies it.

If you feel that any of the things on the list are of LITTLE or NO IMPORTANCE, circle the "3" under "Little Importance" that identifies it.

The BEST kind of job for me would have to be . . .	Highly Important	Medium Importance	Little Importance	This Is Most Important
. . a job that everyone respects a lot	1	2	3	4
. . a job where I can be my own boss	1	2	3	4
. . a job where I work in an office	1	2	3	4
. . a job that pays a lot of money	1	2	3	4
. . a steady job that I can count on keeping	1	2	3	4
. . a job where I can use my own special talents	1	2	3	4
. . a job where there are friendly people	1	2	3	4
. . a job where I can be in charge of other people	1	2	3	4
. . a job where I can think up new ideas, new ways of doing things	1	2	3	4
. . a job that gives me a chance to be helpful to other people.	1	2	3	4
. . a job where I could keep on being promoted if I worked hard .	1	2	3	4

Of ALL the things on the list, which ONE is MOST IMPORTANT to you? Pick out the ONE MOST IMPORTANT thing, and circle the "4" that identifies it. Remember: circle ONLY ONE "4" !

73. Is there any particular line of work that you'd really like to get into eventually?

Yes	1	(ANSWER A)
No	2	(SKIP TO Q. 76)
Not sure	3	(SKIP TO Q. 76)

IF YES: A. What line of work is that? (Please write the specific type of work, NOT the name of a business firm)

____

and in what type of industry or business?

____

---

74. Do any of the following people do the type of work you just mentioned?

CIRCLE AS MANY AS APPLY

My father, step-father, or male household head	1
My mother, step-mother, or female household head	2
Older brother or sister	3
Other adult relatives	4
Adult friend of my family	5
A teacher, or someone I met through school	6
An adult I know from my own neighborhood	7
An adult I know who does not live in my neighborhood	8

---

75. Do you think that you'll actually end up doing that line of work?

Yes	1	(SKIP TO Q. 77)
No	2	(ANSWER A)
I'm not sure	X	(ANSWER A)

IF NO OR NOT SURE:

A. Why don't you think so, or why aren't you sure?

CIRCLE AS MANY AS APPLY

I may not have enough talent	3
I haven't got the money to pay for the education I'd need	4
I might not be able to get into the union	5
My high school marks are not good enough	6
I have to help support my family when I get out of high school	7
The job is very hard to get	8
Other (SPECIFY) ________________________	9

76. What kind of work do you think you will actually wind up doing?

______________________________. And in what sort of

industry or business? ______________________________

---

77. Do you ever think that you would like to live in a different neighborhood five or ten years from now?

Yes . . . . 1 (ANSWER A)
No . . . . 2 (GO TO Q. 78)

IF YES: A. How strongly do you feel you would like to move?

Very strongly 3
Pretty strongly 4
Not too strongly 5

---

78. Would you LIKE to continue your education after you graduate from high school if it was just up to you?

Yes . . . . 1 (ANSWER A)
No . . . . 2 (SKIP TO Q. 80)
I don't know . . . 3 (SKIP TO Q. 80)

IF YES: A. What kind of education? (CIRCLE ONLY ONE)

College 3
Trade or technical school . . . 4
Business school 5
Nursing school 6
Secretarial school 7
Other (SPECIFY)________________ 8

---

79. Do you INTEND to continue your education after you graduate from high school?

Yes . . . . 1 (GO TO Q. 80)
No . . . . 2 (ANSWER A)
Not sure . . . . . 3 (ANSWER A)

IF NO OR NOT SURE: A. Why not, or why aren't you sure?

CIRCLE AS MANY AS APPLY

I don't think I'll be able to afford it 3
Most of my friends won't continue 4
My grades aren't good enough . . 5
My parents don't want me to . . 6
Other (SPECIFY) ________________
______________________________ 7

80. Have you ever considered dropping out of high school?

Yes	1	(ANSWER A)
No	2	(SKIP TO Q. 82)

IF YES: A. What were your reasons for thinking of dropping out of high school?

CIRCLE AS MANY AS APPLY

I felt I had as much education as I needed	3
I was just tired of going to school	4
I thought I might go back eventually, but I wanted to get some practical experience first	5
I felt I could get the kind of job I wanted without any further schooling	6
My grades weren't good enough to go any farther	7
I had financial problems	8
I wanted to get married	9
Other (SPECIFY) ______________________	0

---

81. Did you ever actually drop out?

Yes	1
No	2

---

82. If you could get a good job without finishing high school, how important would it be for you to graduate?

Very important	3
Pretty important	4
Not too important	5
Unimportant	6

---

83. How disappointed would you feel if you had to drop out of high school without graduating?

Very disappointed	7
Pretty disappointed	8
Not so disappointed	9
Not at all disappointed	0

84. Who among the following people have encouraged you to stay in high school?

CIRCLE AS
MANY AS
APPLY

Father, or male household head	1
Mother, or female household head	2
Other family members	3
My teacher or teachers	4
High school counselor	5
Clergyman or priest or rabbi	6
Some other adult or adults	7
Employment service counselor	8
No one on this list	9

---

85. How disappointed would your parents be if you did not graduate from high school?

A. My father (step-father, foster father, or male household head) would be:

(No father or male household head)	1
Very disappointed	2
Pretty disappointed	3
Not so disappointed	4
Not at all disappointed	5

B. My mother (step-mother, foster mother, or female household head) would be:

(No mother or female household head)	6
Very disappointed	7
Pretty disappointed	8
Not so disappointed	9
Not at all disappointed	0

---

86. How important is it to your parents that you study hard?

	Father, or Male Household Head	Mother, or Female Household Head
Very important	1	1
Pretty important	2	2
Not so important	3	3
Unimportant	4	4
(No household head)	5	5

The next section of the questionnaire consists of statements and expressions with which you may or may not happen to agree. If you STRONGLY AGREE with the statement, circle the number in the "Strongly Agree" column; if you just AGREE, then circle the number in the "Agree" column; if you can't make up your mind, circle the number in the "Not Sure" column; if you DISAGREE, do the same in the "Disagree" column; and if you STRONGLY DISAGREE, circle the number in that column.

Do you agree, disagree, etc., with these general statements about work?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
87. Work is the only way to survive in this world	1	2	3	4	5
88. You don't have to work at a job you don't like--you can always go on relief	1	2	3	4	5
89. It's better to have a rotten job than to have no job at all	1	2	3	4	5
90. So long as I earn enough to live decently, I don't care too much what kind of work I do	1	2	3	4	5
91. Work is so interesting that people do it even if they don't need the money	1	2	3	4	5
92. I expect that during their lives my children will be able to have better jobs than I will	1	2	3	4	5
93. Work has no dignity	1	2	3	4	5
94. On most jobs you don't get ahead by working hard; you get ahead by knowing the right people .	1	2	3	4	5
95. Even on a job you don't like, you can learn some things you wouldn't learn otherwise . .	1	2	3	4	5

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
96. I would rather have an interesting job for less money than a dull job for more money . .	1	2	3	4	5

Do you agree, disagree, etc., with these statements about yourself and the way things are?

97. On the whole, I am satisfied with myself	1	2	3	4	5
98. I certainly feel useless at times	1	2	3	4	5
99. I wish I could have more respect for myself	1	2	3	4	5
100. I feel that I do not have much to be proud of	1	2	3	4	5
101. I am able to do things as well as most other people	1	2	3	4	5
102. These days a person doesn't really know whom he can count on	1	2	3	4	5
103. All in all, I am inclined to feel that I am a failure . .	1	2	3	4	5
104. I feel that I am a person of worth, at least on an equal plane with others	1	2	3	4	5
105. I feel that I have a number of good qualities	1	2	3	4	5
106. At times I think I am no good at all	1	2	3	4	5
107. If you don't watch yourself, people will take advantage of you	1	2	3	4	5
108. No one is going to care much what happens to you when you get right down to it	1	2	3	4	5

Finally, we want to ask you some ordinary questions about yourself and your family.

109. How old were you on your last birthday?

16 years old	1
17 years old	2
18 years old	3
19 years old	4
20 years old	5
21 years old	6

---

110. What is your sex?

Male	7
Female	8

---

111. What is your race?

White	1	(ANSWER A)
Negro	2	(GO TO Q. 112)
Oriental	3	(GO TO Q. 112)
American Indian	4	(GO TO Q. 112)
Other (SPECIFY) ________________	5	(GO TO Q. 112)

IF WHITE: A. What is your parents' main national background? That is, what country did most of their ancestors come from? (CIRCLE ONE NUMBER IN EACH COLUMN)

	My Father	My Mother
English, Scotch, Welsh, English-Canadian, Australian, New Zealand	1	1
Irish	2	2
German, Austrian, Swiss	3	3
Scandinavian (Norway, Denmark, Sweden, Finland)	4	4
Italian	5	5
French, French-Canadian, Belgian	6	6
Polish	7	7
Russian, Lithuanian or other Eastern Europe	8	8
Mexican, Puerto Rican, other Latin American	9	9
Other (SPECIFY) ________________	0	0
I'm not sure	X	X

112. Where were you born?

Country: ______________________________

If U.S., which state? ______________________

And in what city, town, or village? _________________

---

113. Have you lived your whole life--or MOST of your life--in the place you just mentioned?

Yes	1	(GO TO Q. 114)
No	2	(ANSWER A)

IF NO: A. I have lived most of my life in:

____

(city or town) (state) (country)

---

114. Were your parents born in the United States?

FOR THIS AND THE NEXT QUESTION, PLEASE CONSIDER PUERTO RICO AS BEING OUTSIDE THE UNITED STATES

Both were	3
My mother was, but not my father .	4
My father was, but not my mother .	5
Neither was	6
I don't know	X

---

115. How many of your grandparents were born in the United States? (CIRCLE THE NUMBER THAT APPLIES)

0 1 2 3 4

I don't know . (CIRCLE THE "X"). X

---

116. Are your mother and father living together now, or are they divorced or separated?

My parents are living together . .	1
My parents are divorced	2
My parents are separated	3
My father is dead	4
My mother is dead	5
Both my parents are dead	6
Other (SPECIFY) ______________	7

117. Are you living with your parents now? One of them? Or someone else?

I'm living with:	My mother and father	1
	My mother and step-father . .	2
	My mother only	3
	My father and step-mother . .	4
	My father only	5
	With foster parents	6
	With a foster father only . .	7
	With a foster mother only . .	8
	With relatives	9
	With friends	0
	Other (SPECIFY) ____________	X

---

118. Who is the main wage earner in your family? That is, who earns the most money (most of the time)?

My father (step-father/foster father)	1
My mother (step-mother/foster mother)	2
Some other female relative	3
Some other male relative	4
Someone else (SPECIFY)______________________	5
I don't know	X

---

119. Has your family ever received public assistance or welfare?

Yes	7	(ANSWER A)
No	8	(GO TO Q. 120)
I don't know . .	X	(GO TO Q. 120)

IF YES: A. Is your family receiving public assistance or welfare right now?

Yes	1
No	2

120. How soon do you think you'll get married?

I expect never to get married	1
I already am married	2
In about a year or less	3
In about 2 or 3 years	4
In about 4 or 5 years	5
In about 6 to 10 years	6
Not for more than 10 years	7
I don't know	X

---

121. (THIS question is for GIRLS who intend to get married sooner or later. Boys and other girls go on to Q. 122.)

After you get married, do you think you will work until you have a family, not work at all, or combine work and a family, or what?

I plan to work until I have a family, and then stop working	1
I plan to work until I have a family, and keep working afterwards also	2
I don't plan to work at all	3
I don't plan to work until after I have a family	4
I'm not sure	X

---

122. What was the total family income in your household last year? (That is, the income from wages from everyone in the household and from anything else.)

Less than $1,000	1
$1,000 to $1,999	2
$2,000 to $2,999	3
$3,000 to $3,999	4
$4,000 to $4,999	5
$5,000 to $5,999	6
$6,000 to $6,999	7
$7,000 to $7,999	8
$8,000 to $8,999	9
$9,000 or more	0
I'm not sure	X

123. Have you had a father, step-father, or foster father who lived at home with you during most of your life--whether or not he lives at home now?

Yes	1	(ANSWER A & B)
No	2	(GO TO Q. 124)

IF YES:

A. On the whole, how well did you get along with him while you were growing up?

Very well	3
Pretty well	4
Not well	5

B. How far does he--or did he--want you to go in school?

Just finish 8th grade	1
Get some high school	2
Graduate from high school	3
Get some college	4
Graduate from college	5
He really doesn't care	6
I'm not sure	X

---

124. Have you had a mother, step-mother, or foster mother who lived at home with you most of your life--whether or not she lives at home now?

Yes	7	(ANSWER A & B)
No	8	(GO TO Q. 125)

IF YES:

A. On the whole, how well did you get along with her while you were growing up?

Very well	1
Pretty well	2
Not well	3

B. How far does she--or did she--want you to go in school?

Just finish 8th grade	4
Get some high school	5
Graduate from high school	6
Get some college	7
Graduate from college	8
She doesn't really care	9
I'm not sure	X

125. How far did your father and mother go in school? (If you have had a step-father or step-mother, or foster parents MOST of your life, how far did they go in school?)

	Father	Mother
No schooling at all	1	1
Some schooling, but less than 8th grade	2	2
Finished 8th grade	3	3
Some high school, but did not graduate	4	4
Graduated from high school	5	5
Some college, but did not graduate	6	6
Graduated from college	7	7
More than college	8	8
I'm not sure	X	X

---

126. What kind of work does your father do? If he is not working now, or if he is dead, what kind of work did he usually do? (If you have had a step-father or foster father most of your life, what kind of work does he do?)

______________________________. And in what kind of business or industry is this? ______________________________

---

127. Does your mother (or step-mother or foster mother) work?

Yes	1	(ANSWER A & B)
No	2	(GO TO Q. 128)

IF YES:

A. What kind of work: ______________________________

And in what sort of business or industry? ____________________

B. Does she work part-time or full-time?

Part-time	3
Full-time	4

---

128. Is your father (or step-father or foster father) employed right now, or is he out of work?

He is employed right now	5
He is out of work	6
He is dead	7
I don't know	X

129. How big a family do you have living together in your house? (CIRCLE THE CORRECT NUMBER)

2 3 4 5 6 7 8 9 10 or more

We would like to ask you some more questions next Fall. Could you please tell us where you are living now and where you expect to be living next Fall? (PLEASE PRINT)

Your Name: ______________________________

Where are you living now?

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

And where do you expect to be living next Fall?

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

What is your telephone number? ______________________________
(Area Code) (Number)

What is your social security number? ☐☐☐☐☐☐☐☐☐

Would you tell us the name and address of two relatives or friends who would know where you are in case you move?

(1) ______________________________
(Name)

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

(2) ______________________________
(Name)

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

Many thanks for your cooperation.

APPENDIX D

COMPARATIVE GROUP QUESTIONNAIRE

Budget Bureau No. 44-R1330
Expires 6-30-68

NORC-512-B
4/67

NATIONAL OPINION RESEARCH CENTER
University of Chicago
6030 South Ellis Avenue
Chicago, Illinois 60637

STUDENT QUESTIONNAIRE

THIS IS NOT A TEST. IT ASKS ONLY FOR YOUR OPINIONS AND ATTITUDES. YOUR PARTICIPATION IS VOLUNTARY.

INSTRUCTIONS

We are giving you this questionnaire to get your opinions and attitudes about a number of topics, and to ask you how you feel about some things going on in your life now.

We are asking young people all over the country these questions so we will know how you feel about these things.

You will get no mark or grade for your answers. As a matter of fact, no one from your school or job will ever see your answers--not even your teacher or counselor.

So you can write your exact feelings or opinions as you answer each question. Your answers will never be used to hurt anybody--yourself or anyone else, including your teachers or school officials. A machine will count all the answers--yours, too--and will never single you out individually.

Answer each question as best you can. Usually, you give your answer by putting a circle around the number which tells what you think. Sometimes, you answer by writing a number in a blank space. There are a few times when you write a few words of your own to answer a particular question. Just follow the instructions and you will have no trouble.

If you have any questions, the person who passed the questionnaires out will answer them for you.

Thank you for your cooperation.

YOU DON'T HAVE TO ANSWER ANY QUESTION OR PARTS OF A QUESTION THAT YOU DON'T WANT TO. JUST PUT A LARGE X THROUGH SUCH A QUESTION, CROSSING IT OUT, AND GO ON TO THE NEXT QUESTION.

First of all, we'd like to ask some questions about yourself and get YOUR opinion about a few things some people think important.

1. Taking everything together, how do you feel about things these days? Would you say that you are very happy, pretty happy, or not too happy? CIRCLE THE NUMBER THAT TELLS HOW YOU FEEL.

Very happy	1
Pretty happy	2
Not too happy	3

---

2. People feel different ways about themselves. Sometimes they feel pretty good, other times they feel pretty bad. Here is a list of words that people sometimes use to say how they feel about themselves.

If the word describes a way you felt about yourself lately, circle the number under "yes"; if it does not, circle the number under "no."

Be sure to say "yes" or "no" to EACH word.

In the last few weeks, have you ever felt that you were . . .

	Yes	No		Yes	No
. . . Tough?	1	2	. . . Smart?.	1	2
. . . Unfriendly?	3	4	. . . Lazy?	3	4
. . . Rude?	5	6	. . . Obedient?	5	6
. . . Weak?	7	8	. . . Mean?	7	8
. . . Successful?	1	2	. . . Clean?	1	2
. . . Truthful?	3	4	. . . Troublesome?.	3	4
. . . Good?	5	6	. . . Ambitious?	5	6
. . . Religious?	7	8	. . . Intelligent?	7	8
. . . Polite?	9	0			

---

3. Judging from your experience, would you say that most people in the world are inclined to help others, or to look out for themselves?

Most are inclined to help others	1
Most are inclined to look out for themselves	2
I don't know	X

4. How important is it to you, personally, to get ahead in life?

Very important . . .
Pretty important . .
Not so important . .
Unimportant . . . .

---

5. How good do you really think are your chances of getting ahead?

Excellent	
Good	6
Not so good	7
Pretty bad	8

---

6. Here is a list of different kinds of people. We'd like you to tell us how you feel about them.

Do you feel that they are very interested in helping you? Or just a little interested?

Or do you feel that they don't care about you at all? Or don't you know?

Circle the number that tells what you think for EACH kind of person. Thus, if you feel that the kind of person mentioned is very interested in helping you, circle the "1" under "Very Interested"; if you feel that the kind of person mentioned is only a little interested, circle the "2" that comes after his name, etc.

Be sure to circle ONE number for EACH kind of person.

	Very Interested	A Little Interested	Don't Care At All	I Don't Know
Social workers	1	2	3	X
Lawyers	1	2	3	X
Teachers	1	2	3	X
Policemen	1	2	3	X
Welfare caseworkers	1	2	3	X
Factory managers	1	2	3	X
The President of the U. S.	1	2	3	X
Preachers or ministers or priests	1	2	3	X
School counselors	1	2	3	X
Store owners	1	2	3	X

7. People think differently about what is important in helping a person get ahead. We'd like to know what YOU think.

We have made a list of six things people think are important. Which TWO do you think are most important in helping a person get ahead?

Read the ENTIRE LIST. Then, pick out the one thing you think is MOST IMPORTANT, and circle the "1" which identifies it in the "Most Important" column.

After that, pick out the one which you think is next most important, and circle the "2" which identifies it in the "Next Most Important" column.

Be sure to circle only ONE "1" and only ONE "2."

	Most Important	Next Most Important
Brains	1	2
A good education	1	2
Good luck	1	2
Hard work	1	2
Knowing the right people	1	2
Personality	1	2
I don't know	X	X

---

8. Do you think you work harder than most other people, about the same, or not as hard?

Harder	1
About the same	2
Not as hard	3
I don't know	X

9. What about learning to do new things on a job: do you think you can learn them faster than most other people, about the same, or not as fast?

Faster	1
About the same	2
Not as fast	3
I don't know	X

---

10. Some people say that most people can be trusted. Others say you can't be too careful in your dealings with people. How do you feel about it?

Most people can be trusted	4
You can't be too careful in dealing with people	5
I don't know	X

---

11. A. How important is it to have a high school diploma in order to be respected and looked up to by most people around here?

Absolutely necessary	1
It helps, but isn't necessary	2
Doesn't matter one way or the other	3
You're better off without it	4
I don't know	X

B. How important is it to have a high school diploma in order to get a good paying job around here?

Absolutely necessary	5
It helps, but isn't necessary	6
Doesn't matter one way or the other	7
You're better off without it	8
I don't know	X

---

12. A. How important is it to have a college education in order to be respected and looked up to by most people around here?

Absolutely necessary	1
It helps, but isn't necessary	2
Doesn't matter one way or the other	3
You're better off without it	4
I don't know	X

12. (Continued)

B. How important is it to have a college education in order to get a good paying job around here?

Absolutely necessary	1
It helps, but isn't necessary	2
Doesn't matter one way or the other	3
You're better off without it	4
I don't know	X

---

13. Around here how common is it for young people to quit school before graduating from high school?

It's the usual thing--practically everyone does	5
About three out of four do	6
About half do	7
About one in four do	8
It's very rare--practically no one does	9
I don't know	X

---

14. Have any of your close friends dropped out of school?

Yes, all or most of them have	1
Yes, a few of them have	2
No, hardly any have	3
No, none of them has	4

---

15. Do you have a job at which you regularly work at least ten hours per week and which pays you regularly?

Yes	5
No	6

---

16. Are there any subjects taught in your high school that you spend *your own time* reading up on, or trying to learn more about, *besides* the homework you *have* to do?

Yes	7
No	8

---

17. What year of high school are you in?

9th grade (Freshman)	1
10th grade (Sophomore)	2
11th grade (Junior)	3
12th grade (Senior)	4

18. Have you had any personal interviews alone with your school counselor since the school year began?

Yes . . . . 5 (ANSWER A & B)
No . . . . 6 (GO TO Q. 19)

IF YES:

A. If you have had any such interviews, how many?

Just one 1
Two 2
Three 3
Four 4
Five 5
Six or more . . 6

B. Do you feel that talking to the counselor has helped you?

Yes, a lot . . . 1 (ANSWER C)
Yes, some . . . 2 (ANSWER C)
Not much . . . . 3 (ANSWER C)
Not at all . . . 4 (GO TO Q. 19)

IF YES, A LOT; YES, SOME; OR NOT MUCH:

C. If talking to the counselor has helped you at all, in what way or ways has it helped? (CRICLE AS MANY AS APPLY)

Made me feel better about things in general 1
Helped me try harder with school work 2
Helped me solve a personal problem 3
Helped me start to decide what I want to do when I graduate from high school 4
Encouraged me to stay in school until I graduate . . 5
Helped me get along better with my teachers 6
Helped me get along better with people my own age . 7

---

19. How much time, on the average, do you spend doing homework?

None or almost none 1
About half an hour a day 2
About an hour a day 3
About an hour-and-a-half a day 4
About two hours a day 5
About two-and-a-half hours a day 6
Three hours a day or more 7

> You may notice that the question on the top of the next page is question number 58. Don't worry, you have not skipped anything. Just keep answering the questions as they come.

58. Do you belong to any clubs, organizations, or athletic teams in high school?

Yes . . . . 5 (ANSWER A)
No . . . . 6 (GO TO Q. 59)

IF YES:

A. How many?

One 1
Two 2
Three 3
Four 4
Five 5
Six or more 6

---

59. Do you belong to a gang?

Yes 7
No 8

---

60. Thinking back to the 7th and 8th grades, did you enjoy them much?

Yes, a lot 1
Yes, pretty much 2
Not much 3
Not at all 4

---

61. Compared to the 7th and 8th grades, how much have you enjoyed the grades since then?

I've enjoyed the grades since then:

Much more 5
Somewhat more 6
About the same 7
Somewhat less 8
A lot less 9

---

62. When you think back over your high school days, how important has it been to you to study hard and get good grades?

Very important 1
Pretty important 2
Not so important 3
Unimportant 4

63. How about most other students in your high school: how important has it been to them to study hard and get good grades?

Very important	1
Pretty important	2
Not so important	3
Unimportant	4

---

64. How close are you to the center of the student activities that go on at your high school: are you pretty close to the center, a little on the outside, or completely outside of things?

Pretty close to the center	5
A little on the outside	6
Completely outside of things	7

---

65. Are the marks you are getting in school this year any better than the ones you got last year? Or are they worse? Or just the same?

This year my marks are:

A lot better	1
A little better	2
Just the same	3
A little worse	4
A lot worse	5

---

66. Have you ever skipped school since beginning the 9th grade?

Never	1
Yes, once	2
Yes, several times	3
Yes, fairly often	4

---

67. Of the subjects that you are taking in school this year, HOW MANY would you say are really interesting?

All of them	5
Most of them	6
About half of them	7
Only or or two are	8
None is interesting	9

68. Are there any subjects in high school that really fascinate you--subjects that you can hardly wait to learn more about, read up on, or work on?

Yes	5	(ANSWER A)
No	6	(GO TO Q. 69)

IF YES: A. Which ones really fascinate you? (CIRCLE AS MANY AS APPLY)

Business courses	1
Drama, speech	2
English, English literature, writing	3
Foreign or classical languages	4
History, civics, government, geography	5
Home economics	6
Mathematics	7
Science: physics, chemistry, biology, life sciences	8
Shop, mechanical drawing	9
Social sciences: economics, sociology	0
Other (SPECIFY) ______________________________	1

---

69. In school last year, how were your grades compared to most other students in your school? Would you say you did better than most other students, about the same as most other students, or not as well as most of the other students?

Better than most others	2
About the same	3
Not as well as most others . . .	4
Don't know	X

---

70. Do you think your teachers have done their best to help you get through high school?

Yes, all of them have	5
Yes, most of them have	6
Only a few of them have	7
None of them has	8

---

71. Since beginning the 9th grade have you ever been left back in school for any reason other than sickness?

Yes	1
No	2

People have different ideas about the kind of job they like best. We'd like you to tell us what the best kind of job would be for YOU. We have made a list of things that different people think are important in a job. Do YOU feel that they are important for YOU? Highly important? Of medium importance? Of little or no importance?

72. If you feel that any of the things on the list below are HIGHLY IMPORTANT, circle the "1" under "Highly Important" that identifies it. Do NOT circle any "4" under "Most Important" until you have finished the entire list.

If you feel that any of the things on the list are of MEDIUM IMPORTANCE, circle "2" under "Medium Importance" that identifies it.

If you feel that any of the things on the list are of LITTLE or NO IMPORTANCE, circle the "3" under "Little Importance" that identifies it.

The BEST kind of job for me would have to be . . .	Highly Important	Medium Importance	Little Importance	This Is Most Important
. . a job that everyone respects a lot	1	2	3	4
. . a job where I can be my own boss	1	2	3	4
. . a job where I work in an office	1	2	3	4
. . a job that pays a lot of money	1	2	3	4
. . a steady job that I can count on keeping	1	2	3	4
. . a job where I can use my own special talents	1	2	3	4
. . a job where there are friendly people	1	2	3	4
. . a job where I can be in charge of other people	1	2	3	4
. . a job where I can think up new ideas, new ways of doing things	1	2	3	4
. . a job that gives me a chance to be helpful to other people.	1	2	3	4
. . a job where I could keep on being promoted if I worked hard .	1	2	3	4

Of ALL the things on the list, which ONE is MOST IMPORTANT to you? Pick out the ONE MOST IMPORTANT thing, and circle the "4" that identifies it. Remember: circle ONLY ONE "4" !

73. Is there any particular line of work that you'd really like to get into eventually?

Yes	1	(ANSWER A)
No	2	(SKIP TO Q. 76)
Not sure	3	(SKIP TO Q. 76)

IF YES: A. What line of work is that? (Please write the specific type of work, NOT the name of a business firm)

____

and in what type of industry or business?

____

---

74. Do any of the following people do the type of work you just mentioned?

CIRCLE AS MANY AS APPLY

My father, step-father, or male household head	1
My mother, step-mother, or female household head	2
Older brother or sister	3
Other adult relatives	4
Adult friend of my family	5
A teacher, or someone I met through school	6
An adult I know from my own neighborhood	7
An adult I know who does not live in my neighborhood	8

---

75. Do you think that you'll actually end up doing that line of work?

Yes	1	(SKIP TO Q. 77)
No	2	(ANSWER A)
I'm not sure	X	(ANSWER A)

IF NO OR NOT SURE:

A. Why don't you think so, or why aren't you sure?

CIRCLE AS MANY AS APPLY

I may not have enough talent	3
I haven't got the money to pay for the education I'd need	4
I might not be able to get into the union	5
My high school marks are not good enough	6
I have to help support my family when I get out of high school	7
The job is very hard to get	8
Other (SPECIFY) ______________________________	9

76. What kind of work do you think you will actually wind up doing?

________________________________. And in what sort of

industry or business? ________________________________

---

77. Do you ever think that you would like to live in a different neighborhood five or ten years from now?

Yes	1	(ANSWER A)
No	2	(GO TO Q. 78)

IF YES: A. How strongly do you feel you would like to move?

Very strongly	3
Pretty strongly	4
Not too strongly	5

---

78. Would you LIKE to continue your education after you graduate from high school if it was just up to you?

Yes	1	(ANSWER A)
No	2	(SKIP TO Q. 80)
I don't know . . .	3	(SKIP TO Q. 80)

IF YES: A. What kind of education? (CIRCLE ONLY ONE)

College	3
Trade or technical school . . .	4
Business school	5
Nursing school	6
Secretarial school	7
Other (SPECIFY)________________	8

---

79. Do you INTEND to continue your education after you graduate from high school?

Yes	1	(GO TO Q. 80)
No	2	(ANSWER A)
Not sure	3	(ANSWER A)

IF NO OR NOT SURE: A. Why not, or why aren't you sure?

CIRCLE AS MANY AS APPLY

I don't think I'll be able to afford it	3
Most of my friends won't continue	4
My grades aren't good enough . .	5
My parents don't want me to . .	6
Other (SPECIFY) ________________ ________________	7

80. Have you ever considered dropping out of high school?

Yes	1	(ANSWER A)
No	2	(SKIP TO Q. 82)

IF YES: A. What were your reasons for thinking of dropping out of high school?

CIRCLE AS MANY AS APPLY

I felt I had as much education as I needed	3
I was just tired of going to school	4
I thought I might go back eventually, but I wanted to get some practical experience first	5
I felt I could get the kind of job I wanted without any further schooling	6
My grades weren't good enough to go any farther . .	7
I had financial problems	8
I wanted to get married	9
Other (SPECIFY) ________________	0

---

81. Did you ever actually drop out?

Yes	1
No	2

---

82. If you could get a good job without finishing high school, how important would it be for you to graduate?

Very important	3
Pretty important	4
Not too important	5
Unimportant	6

---

83. How disappointed would you feel if you had to drop out of high school without graduating?

Very disappointed	7
Pretty disappointed	8
Not so disappointed	9
Not at all disappointed	0

84. Who among the following people have encouraged you to stay in high school?

CIRCLE AS MANY AS APPLY

Father, or male household head . . . 1
Mother, or female household head . . 2
Other family members 3
My teacher or teachers 4
High school counselor 5
Clergyman or priest or rabbi 6
Some other adult or adults 7
Employment service counselor 8
No one on this list 9

---

85. How disappointed would your parents be if you did not graduate from high school?

A. My father (step-father, foster father, or male household head) would be:

(No father or male household head) . . 1
Very disappointed 2
Pretty disappointed 3
Not so disappointed 4
Not at all disappointed 5

B. My mother (step-mother, foster mother, or female household head) would be:

(No mother or female household head) . 6
Very disappointed 7
Pretty disappointed 8
Not so disappointed 9
Not at all disappointed 0

---

86. How important is it to your parents that you study hard?

	Father, or Male Household Head	Mother, or Female Household Head
Very important	1	1
Pretty important	2	2
Not so important	3	3
Unimportant	4	4
(No household head)	5	5

The next section of the questionnaire consists of statements and expressions with which you may or may not happen to agree. If you STRONGLY AGREE with the statement, circle the number in the "Strongly Agree" column; if you just AGREE, then circle the number in the "Agree" column; if you can't make up your mind, circle the number in the "Not Sure" column; if you DISAGREE, do the same in the "Disagree" column; and if you STRONGLY DISAGREE, circle the number in that column.

Do you agree, disagree, etc., with these general statements about work?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
87. Work is the only way to survive in this world	1	2	3	4	5
88. You don't have to work at a job you don't like--you can always go on relief	1	2	3	4	5
89. It's better to have a rotten job than to have no job at all	1	2	3	4	5
90. So long as I earn enough to live decently, I don't care too much what kind of work I do	1	2	3	4	5
91. Work is so interesting that people do it even if they don't need the money	1	2	3	4	5
92. I expect that during their lives my children will be able to have better jobs than I will	1	2	3	4	5
93. Work has no dignity	1	2	3	4	5
94. On most jobs you don't get ahead by working hard; you get ahead by knowing the right people .	1	2	3	4	5
95. Even on a job you don't like, you can learn some things you wouldn't learn otherwise . .	1	2	3	4	5

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
96. I would rather have an interesting job for less money than a dull job for more money . .	1	2	3	4	5

Do you agree, disagree, etc., with these statements about yourself and the way things are?

97. On the whole, I am satisfied with myself	1	2	3	4	5
98. I certainly feel useless at times	1	2	3	4	5
99. I wish I could have more respect for myself	1	2	3	4	5
100. I feel that I do not have much to be proud of	1	2	3	4	5
101. I am able to do things as well as most other people	1	2	3	4	5
102. These days a person doesn't really know whom he can count on	1	2	3	4	5
103. All in all, I am inclined to feel that I am a failure . .	1	2	3	4	5
104. I feel that I am a person of worth, at least on an equal plane with others	1	2	3	4	5
105. I feel that I have a number of good qualities	1	2	3	4	5
106. At times I think I am no good at all	1	2	3	4	5
107. If you don't watch yourself, people will take advantage of you	1	2	3	4	5
108. No one is going to care much what happens to you when you get right down to it	1	2	3	4	5

Finally, we want to ask you some ordinary questions about yourself and your family.

109. How old were you on your last birthday?

16 years old 1
17 years old 2
18 years old 3
19 years old 4
20 years old 5
21 years old 6

---

110. What is your sex?

Male 7
Female 8

---

111. What is your race?

White . . . . 1 (ANSWER A)
Negro . . . . 2 (GO TO Q. 112)
Oriental . . . . 3 (GO TO Q. 112)
American Indian . . 4 (GO TO Q. 112)
Other (SPECIFY)
________________ 5 (GO TO Q. 112)

IF WHITE: A. What is your parents' main national background? That is, what country did most of their ancestors come from? (CIRCLE ONE NUMBER IN EACH COLUMN)

	My Father	My Mother
English, Scotch, Welsh, English-Canadian, Australian, New Zealand	1	1
Irish	2	2
German, Austrian, Swiss	3	3
Scandinavian (Norway, Denmark, Sweden, Finland)	4	4
Italian	5	5
French, French-Canadian, Belgian	6	6
Polish	7	7
Russian, Lithuanian or other Eastern Europe .	8	8
Mexican, Puerto Rican, other Latin American . .	9	9
Other (SPECIFY) ________________	0	0
I'm not sure	X	X

112. Where were you born?

Country: ______________________________

If U.S., which state? ______________________

And in what city, town, or village? ________________

---

113. Have you lived your whole life--or MOST of your life--in the place you just mentioned?

Yes	1	(GO TO Q. 114)
No	2	(ANSWER A)

IF NO: A. I have lived most of my life in:

____

(city or town) (state) (country)

---

114. Were your parents born in the United States?

FOR THIS AND THE NEXT QUESTION, PLEASE CONSIDER PUERTO RICO AS BEING OUTSIDE THE UNITED STATES

Both were	3
My mother was, but not my father .	4
My father was, but not my mother .	5
Neither was	6
I don't know	X

---

115. How many of your grandparents were born in the United States? (CIRCLE THE NUMBER THAT APPLIES)

0 1 2 3 4

I don't know . (CIRCLE THE "X"). X

---

116. Are your mother and father living together now, or are they divorced or separated?

My parents are living together . .	1
My parents are divorced	2
My parents are separated	3
My father is dead	4
My mother is dead	5
Both my parents are dead	6
Other (SPECIFY) ________________	7

117. Are you living with your parents now? One of them? Or someone else?

I'm living with:	My mother and father	1
	My mother and step-father . .	2
	My mother only	3
	My father and step-mother . .	4
	My father only	5
	With foster parents	6
	With a foster father only . .	7
	With a foster mother only . .	8
	With relatives	9
	With friends	0
	Other (SPECIFY) ______________	X

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118. Who is the main wage earner in your family? That is, who earns the most money (most of the time)?

My father (step-father/foster father)	1
My mother (step-mother/foster mother)	2
Some other female relative	3
Some other male relative	4
Someone else (SPECIFY)________________________	5
I don't know	X

---

119. Has your family ever received public assistance or welfare?

Yes	7	(ANSWER A)
No	8	(GO TO Q. 120)
I don't know . .	X	(GO TO Q. 120)

IF YES: A. Is your family receiving public assistance or welfare right now?

Yes	1
No	2

120. How soon do you think you'll get married?

I expect never to get married	1
I already am married	2
In about a year or less	3
In about 2 or 3 years	4
In about 4 or 5 years	5
In about 6 to 10 years	6
Not for more than 10 years	7
I don't know	X

---

121. (THIS question is for GIRLS who intend to get married sooner or later. Boys and other girls go on to Q. 122.)

After you get married, do you think you will work until you have a family, not work at all, or combine work and a family, or what?

I plan to work until I have a family, and then stop working	1
I plan to work until I have a family, and keep working afterwards also	2
I don't plan to work at all	3
I don't plan to work until after I have a family	4
I'm not sure	X

---

122. What was the total family income in your household last year? (That is, the income from wages from everyone in the household and from anything else.)

Less than $1,000	1
$1,000 to $1,999	2
$2,000 to $2,999	3
$3,000 to $3,999	4
$4,000 to $4,999	5
$5,000 to $5,999	6
$6,000 to $6,999	7
$7,000 to $7,999	8
$8,000 to $8,999	9
$9,000 or more	0
I'm not sure	X

123. Have you had a father, step-father, or foster father who lived at home with you during most of your life--whether or not he lives at home now?

Yes	1	(ANSWER A & B)
No	2	(GO TO Q. 124)

IF YES:

A. On the whole, how well did you get along with him while you were growing up?

Very well . . .	3
Pretty well . .	4
Not well	5

B. How far does he--or did he--want to go in school?

Just finish 8th grade . . .	1
Get some high school	2
Graduate from high school .	3
Get some college	4
Graduate from college . . .	5
He really doesn't care . . .	6
I'm not sure	X

---

124. Have you had a mother, step-mother, or foster mother who lived at home with you most of your life--whether or not she lives at home now?

Yes	1	(ANSWER A & B)
No	2	(GO TO Q. 125)

IF YES:

A. On the whole, how well did you get along with her while you were growing up?

Very well . . .	1
Pretty well . .	2
Not well	3

B. How far does she--or did she--want you to go in school?

Just finish 8th grade	4
Get some high school	5
Graduate from high school . .	6
Get some college	7
Graduate from college	8
She doesn't really care . . .	9
I'm not sure	X

125. How far did your father and mother go in school? (If you have had a step-father or step-mother, or foster parents MOST of your life, how far did they go in school?)

	Father	Mother
No schooling at all	1	1
Some schooling, but less than 8th grade	2	2
Finished 8th grade	3	3
Some high school, but did not graduate	4	4
Graduated from high school	5	5
Some college, but did not graduate	6	6
Graduated from college	7	7
More than college	8	8
I'm not sure	X	X

---

126. What kind of work does you father do? If he is not working now, or if he is dead, what kind of work did he usually do? (If you have had a step-father or foster father most of your life, what kind of work does he do?)

________________________________. And in what kind of business

or industry is this? ________________________________

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127. Does your mother (or step-mother or foster mother) work?

Yes	1	(ANSWER A & B)
No	2	(GO TO Q. 128)

IF YES:

A. What kind of work: ________________________________

And in what sort of business or industry? ____________________

B. Does she work part-time or full-time?

Part-time	3
Full-time	4

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128. Is your father (or step-father or foster father) employed right now, or is he out of work?

He is employed right now	5
He is out of work	6
He is dead	7
I don't know	X

129. How big a family do you have living together in your house? (CIRCLE THE CORRECT NUMBER)

2 3 4 5 6 7 8 9 10 or more

We would like to ask you some more questions next Fall. Could you please tell us where you are living now and where you expect to be living next Fall? (PLEASE PRINT)

Your Name: ______________________________

Where are you living now?

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

And where do you expect to be living next Fall?

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

What is your telephone number? ______________________________
(Area Code) (Number)

What is your social security number? ☐☐☐ ☐☐ ☐☐☐☐

Would you tell us the name and address of two relatives or friends who would know where you are in case you move?

(1) ______________________________
(Name)

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

(2) ______________________________
(Name)

____
(Number and Street)

____
(Town or City) (State) (Zip Code)

Many thanks for your cooperation.